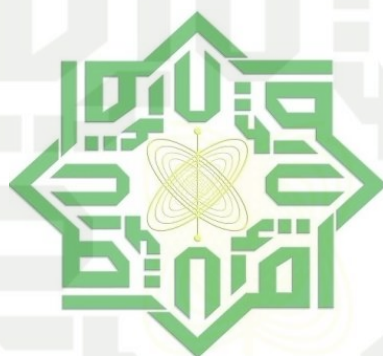


Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## THE CORRELATION BETWEEN STUDENTS' LEARNING BEHAVIOR AND THEIR SPEAKING ABILITY IN THE EXTRACURRICULAR OF ENGLISH CLUB AT MAN 1 INHIL



UIN SUSKA RIAU

WILDAWATI

SIN. 11614203119

UIN SUSKA RIAU

FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1441 H/2020 M

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

# THE CORRELATION BETWEEN STUDENTS' LEARNING BEHAVIOR AND THEIR SPEAKING ABILITY IN THE EXTRACURRICULAR OF ENGLISH CLUB AT MAN 1 INHIL

A Thesis

Submitted to Fulfill One of the Requirements  
for Undergraduate Degree in English Education  
(S.Pd)



WILDAWATI

SIN. 11614203119

DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1441 H/2020 M



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

## SUPERVISOR APPROVAL

The thesis entitled *The Correlation between Students' Learning Behavior and their Speaking Ability in the Extracurricular of English Club at MAN 1 Inhil* that is written by Wildawati SIN. 11614203119. It has been accepted and approved to be examined in the final examination by the supervisor and the chairperson of English Education Department to fulfill one of the requirements for getting undergraduate degree at the Faculty of Education and Teachers' Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, 21<sup>st</sup> Rajab 1441 H  
March 16<sup>th</sup>, 2020 M

Approved by

The Head of the  
English Education Department

Drs. Samsi Hasan, M.H.Sc

Supervisor

Kurnia Budiyanti, S.Pd, M.Pd



Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.


## EXAMINER APPROVAL

The thesis entitled *The Correlation between Students' Learning Behavior and their Speaking Ability in the Extracurricular of English Club at MAN 1 Inhil* is written by Wildawati, SIN. 11614203119. It is accepted and approved to be examined in the meeting of the Final Examination Committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau as one of the requirements for Undergraduate Degree (S.Pd.) in English Education Department.

Pekanbaru, Dzulhijah 7<sup>th</sup> 1441 H  
July 28<sup>th</sup> 2020 M

### Examiners Committee

Examiner I

  
Drs. Kalayo Hasibuan, M.Ed-TESOL  
NIP. 19651028 199703 1 001


Examiner II

  
Riri Fauzana, M.Sc.  
NIP. 130117075

Examiner III

  
Dedy Wahyudi, M.Pd.  
NIP. 130 117 117

Examiner IV

  
Robi Kurniawan, MA.  
NIP. 130117006

Dean

Faculty of Education and Teacher Training



Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.  
NIP. 19740704 199803 1 001





1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## ACKNOWLEDGEMENT



In the name of Allah, the most gracious and the most merciful, praise belongs to Allah the Almighty, the lord of universe. Through His guidance and blessing, the researcher has completed an important academic requirement for the award of Bachelor degree in English Education Department at the Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau. Peace blessing upon Prophet Muhammad SAW whom together with his family and companions has struggled whole heartedly to guide his *ummah* to the right path. Also deepest appreciation and thanks goes to researcher's beloved parents, Arsad and Sri Indriani.

The researcher would like to show her gratitude to all beloved people that have encouraged, motivated even helped the researcher in finishing the research.

They are:

1. Prof. Dr. H. Akhmad Mujahidin, S.Ag., M.Ag., as the Rector of State Islamic University of Sultan Syarif Kasim Riau.
2. Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag., as the Dean of Education and Teacher Training Faculty and all staffs of State Islamic University of Sultan Syarif Kasim Riau.
3. Dr. Drs. Alimuddin, M.Ag., as the Vice Dean I of Education and Teacher Training Faculty and all staffs of State Islamic University of Sultan Syarif Kasim Riau.



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

4. Dr. Dra. Rohani, M.Pd., as the Vice Dean II of Education and Teacher Training Faculty and all staffs of State Islamic University of Sultan Syarif Kasim Riau.
5. Dr. Drs. Nursalim, M.Pd., as the Vice Dean III of Education and Teacher Training Faculty and all staffs of State Islamic University of Sultan Syarif Kasim Riau.
6. Drs. Samsi Hasan, M.H.Sc., as the Head of English Education Department State Islamic University of Sultan Syarif Kasim Riau.
7. Cut Raudhatul Miski, M.Pd., as the secretary of English Education Department State Islamic University of Sultan Syarif Kasim Riau.
8. Kurnia Budiyaniti, S.Pd., M.Pd., as the researcher's supervisor who has given the correction, suggestion, support, advice and guidance in completing this research.
9. All lecturers who have given the researcher their knowledge and information through the meeting in the class or personally.
10. Drs. Abdullah, M.Pd.I., as the Headmaster of the Islamic Senior High School 1 Indragiri Hilir, Nur'aviyah, S.Pd., M.Pd.I., as the supervisor of English Club Extracurricular at MAN 1 Inhil, for their permission and support during this research.
11. The researcher's siblings Dwi Ariani, Hilman Alfarizi, and Siti Nurhaliza who has given their care, joy, and support in accomplishing this research.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

12. The researcher's close friend M. Afwi Nurrahman who always support and drive the researcher from PKU-TBH repeatedly to take the data of this research, then to be a good listener for every problem that she faced, especially when she had to revise this research and re-start over and over again.
13. The researcher's good friends, all members Class of C (COC): Sinur, Bowok, Anggun, Delfa, Dennis, Dwimel, Elga, Fathiya, Fiska, Fizo (uni), Indah, Dilla, Maya, Meme, Aldi, Nadia, Jijah, Putri, Rahmi, Ejjak, Riri, Jana, Iciet, Vani, and Widya. Thank you for your support, help, motivation and memories during our togetherness. For the students of English Education Department in the academic year 2016, the researcher has the most amazing college times.
14. The researcher's KKN family in Pengalihan, Keritang (Tiwi, Riri, Miftah, Ghina, Fitri, Dilla, Ihsan, Dicky, Ayis, and Aldi) thanks for giving colorful and useful moment.
15. The researcher's PPL family at MA Masmur Pekanbaru (Icha, Sri, Dian, Enik, Ulfa, Ayun, Leony, Ardi, Usman, and Irham) thanks for learning and sharing.

Finally, The researcher would like to thanks everybody who was important to the successful realization of this undergraduate research. This undergraduate research is far from perfect, but it expected that it will be useful not only for the researcher but also for the readers. For this reason, constructive though full



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

suggestion and critics are welcomed. May Allah Almighty, the lord of universe bless you all, Aamiin.

Pekanbaru, 16<sup>th</sup> March 2020

Wildawati  
SIN. 11614203119







1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## ABSTRACT

**Wildawati, (2020): The Correlation between Students' Learning Behavior and their Speaking Ability in the Extracurricular of English Club at MAN 1 Inhil.**

This research discussed about the correlation students' learning behavior and their speaking ability in the extracurricular of English Club at Islamic Senior High School 1 Indragiri Hilir. This research was a correlation research that had two variables, variable X (students' learning behavior) and variable Y (students' speaking ability). The subject from this research were the students' who joined the extracurricular of English Club at MAN 1 Inhil and the purpose from this research to find out is there correlation between students' learning behavior and their speaking ability in the extracurricular of English Club at MAN 1 Inhil. This research was a quantitative research and the total population was 22 students from first, second, and last grade. The researcher used total sampling technique, it meant that the researcher took all population as a sample. For data retrieval, the researcher used questionnaire to know the score of students' learning behavior and speaking test to know score of their speaking ability. The technique was used to analyzed the data in this research was correlation formula, it was that called Pearson Product Moment Correlation formula. The result of this research, students' learning behavior had mean score was 75.96, it meant that the category of students' learning behavior "enough" and their speaking ability had mean score was 71.40, it meant that the category of their speaking ability was "good". Certainly, there was a significant correlation between students' learning behavior and their speaking ability in the extracurricular of English Club at MAN 1 Inhil.

**Keywords:** *Correlation, Learning Behavior, Speaking Ability*

UIN SUSKA RIAU

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## ABSTRAK

**Wildawati, (2020): Hubungan antara Perilaku Belajar Siswa dengan Kemampuan Berbicara Mereka di Ekstrakurikuler Klub Bahasa Inggris MAN 1 Inhil.**

Penelitian ini membahas tentang hubungan antara perilaku belajar siswa dengan kemampuan berbicara mereka di ekstrakurikuler klub Bahasa Inggris Madrasah Aliyah Negeri 1 Indragiri Hilir. Penelitian ini adalah penelitian korelasi yang memiliki dua variabel, variabel X (perilaku belajar siswa) dan variabel Y (kemampuan berbicara siswa). Subjek dari penelitian ini adalah siswa-siswa yang mengikuti ekstrakurikuler klub Bahasa Inggris di MAN 1 Inhil dan tujuan dari penelitian ini adalah untuk mencari apakah ada hubungan antara perilaku belajar siswa dengan kemampuan berbicara mereka di ekstrakurikuler klub Bahasa Inggris MAN 1 Inhil. Penelitian ini merupakan penelitian kuantitatif dan jumlah keseluruhan populasinya adalah 22 siswa dari kelas pertama, kedua, dan terakhir. Peneliti menggunakan teknik total sampling, ini berarti peneliti mengambil semua dari populasi sebagai sampelnya. Untuk pengambilan data, peneliti menggunakan angket untuk mengetahui nilai dari perilaku belajar siswa dan tes berbicara untuk mengetahui nilai dari kemampuan berbicara mereka. Teknik yang digunakan untuk menganalisa data dalam penelitian ini adalah rumus korelasi, yaitu yang disebut dengan rumus Pearson Product Moment Correlation. Hasil dari penelitian ini, perilaku belajar siswa memiliki nilai rata-rata 75.96, ini berarti kategori perilaku belajar siswa “cukup” dan kemampuan berbicara mereka memiliki nilai rata-rata 71.40, ini berarti kategori kemampuan berbicara mereka “bagus”. Tentunya, ada korelasi yang signifikan antara hubungan antara perilaku belajar siswa dengan kemampuan berbicara mereka di ekstrakurikuler klub Bahasa Inggris MAN 1 Inhil.

**Kata Kunci:** *Hubungan, Perilaku Belajar, Kemampuan Berbicara*

## ملخص

ولدا واتي، (٢٠٢٠): ارتباط بين سلوك تعلم التلاميذ وقدرتهم على التحدث في الإضافية الأئنهجية الإنجليزية بالمدرسة الثانوية الإسلامية الحكومية ١ اندراغيري هيلير.

إن هذا البحث يناقش الارتباط بين سلوك تعلم التلاميذ وقدرتهم على التحدث في الإضافية الأئنهجية الإنجليزية بالمدرسة الثانوية الإسلامية الحكومية ١ اندراغيري هيلير. إنه لبحث ارتباطي له متغيرين، المتغير المستقل (سلوك تعلم التلاميذ) والمتغير غير المستقل (قدرتهم على التحدث). وأفراد هتلاميذ اشتركوا الإضافية الأئنهجية الإنجليزية بالمدرسة الثانوية الإسلامية الحكومية ١ اندراغيري هيلير، وكان غرضها استكشاف ارتباط بين سلوك تعلم التلاميذ وقدرتهم على التحدث في الإضافية الأئنهجية الإنجليزية بالمدرسة الثانوية الإسلامية الحكومية ١ اندراغيري هيلير. هذا البحث بحث كمي، وعدد جميع مجتمعه ٢٢ تلميذا من الفصل الأول والثاني والأخير. استخدمت الباحثة تقنيات أخذ العينات المشبعة، وهذا يعني أنها أخذت جميع المجتمع كعينة. لجمع البيانات، استخدمت الاستبيان لتحديد قيمة سلوك تعلم التلاميذ واختبارات التحدث لمعرفة قيمة قدراتهم على التحدث. التقنية المستخدمة لتحليل البيانات في هذا البحث هي صيغة الارتباط، والتي تسمى صيغة ارتباط لحظة المنتج بيرسون. ونتائج البحث أن سلوك تعلم التلاميذ له قيمة معدلة ٧٥،٩٦، وهذا يعني أن فئة سلوك تعلم التلاميذ "كافية" وقدرتهم على التحدث لها قيمة معدلة ٧١،٤٠، وهذا يعني أن فئة قدرتهم على التحدث "جيدة" وبالطبع، هناك ارتباط كبير بين سلوك تعلم التلاميذ وقدرتهم على التحدث في الإضافية الأئنهجية الإنجليزية بالمدرسة الثانوية الإسلامية الحكومية ١ اندراغيري



الكلمات الأساسية: الارتباط، سلوك التعلم، القدرة على التحدث

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## LIST OF CONTENTS

<b>SUPERVISOR APPROVAL .....</b>	<b>i</b>
<b>EXAMINER APPROVAL .....</b>	<b>ii</b>
<b>ACKNOWLEDGMENT .....</b>	<b>iii</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>ABSTRAK .....</b>	<b>viii</b>
<b>ملخص .....</b>	<b>ix</b>
<b>LIST OF CONTENTS .....</b>	<b>x</b>
<b>LIST OF TABLES .....</b>	<b>xiv</b>
<b>LIST OF CHARTS .....</b>	<b>xvii</b>
<b>LIST OF APPENDICES .....</b>	<b>xviii</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. Background of the Problem .....	1
B. The Problem .....	7
1. Identification of the Problem .....	7
2. Limitation of the Problem .....	7
3. Formulation of the Problem .....	8
C. The Objective and Significance of the Research .....	8
1. The Objectives of the Research .....	8
2. The Significance of the Research .....	8
D. Definitions of the Term .....	9
1. Correlation .....	9



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. Learning Behavior .....	9
3. Speaking Ability .....	10
4. Extracurricular of English Club.....	10
E. Reasons for Choosing the Title .....	10
<b>CHAPTER II REVIEW OF LITERATURE .....</b>	<b>12</b>
A. Theoretical Framework .....	12
1. The Nature of Speaking .....	12
2. Components of Speaking Ability .....	14
3. Factors of Influencing Speaking .....	16
4. Functions of Speaking.....	17
5. Characteristic of Successful Speaking .....	18
6. Learning Speaking .....	20
7. Speaking Difficulties.....	20
8. Speaking Ability in the English Club.....	22
9. Learning Behavior.....	23
10. Special Characteristics of Learning Behavior...	25
11. Embodiment of Learning Behavior.....	26
12. Learning Behavior in the English Club.....	29
B. Relevant Research.....	30
C. Operational Concept.....	33
D. Assumption and Hypothesis.....	35
1. Assumption .....	35
2. Hypothesis.....	35

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

<b>CHAPTER III</b>	<b>RESEARCH METHOD .....</b>	<b>37</b>
	A. Method of the Research .....	37
	B. Time and Location of the Research .....	37
	C. Subject and Object of the Research .....	38
	D. Population and Sample of the Research.....	38
	1. Population of the Research.....	38
	2. Sample of the Research.....	38
	E. Technique for Data Collection .....	39
	1. Questionnaire .....	39
	2. Test.....	41
	F. Validity and Reliability of Instrument .....	44
	1. Validity.....	44
	2. Reliability .....	46
	G. Technique of Data Analysis .....	47
<b>CHAPTER IV</b>	<b>FINDINGS AND DISCUSSION .....</b>	<b>49</b>
	A. Findings.....	49
	1. Students' Learning Behavior in the Extracurricular of English Club at MAN 1 Inhil.....	50
	2. Students' Speaking Ability in the Extracurricular of English Club at MAN 1 Inhil.....	63
	3. Students' Learning Behavior and their Speaking Ability in the Extracurricular of English Club at MAN 1 Inhil.....	66

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**CHAPTER V**

**REFERENCES**

**APPENDICES**

B. Discussion .....	72
<b>CONCLUSION AND SUGGESTION .....</b>	<b>76</b>
A. Conclusion.....	76
B. Suggestion .....	77
1. Suggestion for Teachers.....	77
2. Suggestion for Students.....	77
3. Suggestion for Future Research .....	77

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## LIST OF TABLES

<b>Table III.1</b>	The Students' Total Sample of Extracurricular of English Club at MAN Inhil .....	39
<b>Table III.2</b>	The Blueprint of Students' Learning Behavior Questionnaire .....	40
<b>Table III.3</b>	Likert Scale for Learning Behavior Questionnaire.....	40
<b>Table III.4</b>	The Instruction of The Test .....	41
<b>Table III.5</b>	The Rubric of Speaking Test Assessment .....	42
<b>Table III.6</b>	Category of Students' Score .....	44
<b>Table III.7</b>	Category of Reliability .....	46
<b>Table III.8</b>	Reliability Statistics .....	47
<b>Table IV.1</b>	I Study English Many Times to Obviate Using Word or Structure that is Wrong .....	50
<b>Table IV.2</b>	I Use English Well and Correctly in Daily Life .....	50
<b>Table IV.3</b>	I Use English when Talking with My Friend.....	51
<b>Table IV.4</b>	I Use English when Answer The Question from Teacher .....	51
<b>Table IV.5</b>	I Receive The Material of English Well and Correctly from Teacher .....	52
<b>Table IV.6</b>	I Ask My Teacher to Repeat The Material that I Don't Understand Yet.....	52
<b>Table IV.7</b>	I Explain The Material of English Well and Correctly to My Friend Doesn't Understand Yet .....	53



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

<b>Table IV.8</b>	I Respond Fastly the Question from Teacher .....	53
<b>Table IV.9</b>	I Like to Discuse/Debate about English with My Friend	54
<b>Table IV.10</b>	I Solve a Problem Pass Through Discussion .....	54
<b>Table IV.11</b>	I Like to Ask A Question while Discussion.....	55
<b>Table IV.12</b>	I Suggest My Opinion while Discussion .....	55
<b>Table IV.13</b>	I Like to Study English .....	56
<b>Table IV.14</b>	I Invite My Friend to Study English .....	56
<b>Table IV.15</b>	I Join the Competition Related English .....	57
<b>Table IV.16</b>	I Study English with Music, Drama, Poetry, etc.....	57
<b>Table IV.17</b>	I Avoid the Things that are Bad Impact for My Study	58
<b>Table IV.18</b>	I Decrease My Play Time .....	58
<b>Table IV.19</b>	I am Happy when My English Score is Excellent .....	59
<b>Table IV.20</b>	I am Sad when My English Score is Bad.....	59
<b>Table IV.21</b>	Score of Learning Behavior .....	60
<b>Table IV.22</b>	The Frequency and Percentage of Learning Behavior	62
<b>Table IV.23</b>	Students' Speaking Ability Score .....	63
<b>Table IV.24</b>	The Frequency and Percentage of Students' Speaking Ability .....	65
<b>Table IV.25</b>	The Score of Students' Learning Behavior and their Speaking Ability.....	66
<b>Table IV.26</b>	Test of Normality .....	67
<b>Table IV.27</b>	Descriptive Statistic Learning Behavior Score .....	68
<b>Table IV.28</b>	Descriptive Statistic Speaking Ability Score .....	69

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Table IV.29**

The Correlation between Students' Learning Behavior  
and their Speaking Ability ..... 69

**Table IV.30**

Interpretation of Correlation Coefficient ..... 70



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## LIST OF CHARTS

<b>Chart IV.1</b>	The Frequency Score of Students' Learning Behavior	61
<b>Chart IV.2</b>	The Percentage of the Interval Score Distribution of Learning Behavior.....	61
<b>Chart IV.3</b>	The Frequency Score of Students' Speaking Ability ...	64
<b>Chart IV.4</b>	Percentage of the Interval Score Distribution of Speaking Ability.....	65
<b>Chart IV.5</b>	The Contribution of Students' Learning Behavior and their Speaking Ability in the Extracurricular of English Club at MAN 1 Inhil .....	71

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## LIST OF APPENDICES

<b>Appendix 1</b>	Vission and Mission of English Club at MAN 1 Inhil
<b>Appendix 2</b>	List of Students' Extracurricular of English Club at MAN 1 Inhil
<b>Appendix 3</b>	Questionnaire of Students' Learning Behavior
<b>Appendix 4</b>	The Recapitulation of Score Students' Learning Behavior
<b>Appendix 5</b>	Students' Response of Questionnaire
<b>Appendix 6</b>	The Recapitulation of Score Students' Speaking Ability
<b>Appendix 7</b>	Students Progress Letter
<b>Appendix 8</b>	Recommendations Letter





1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Some people assume that learning is merely collecting or memorizing facts presented in the form of information or subject matter. Learning is a process of changing behavior that occurs in a person. Changes in behavior are usually in the form of mastery of science, skill, and attitude. Education is a conscious and planned effort to create a learning atmosphere and process, so that the students develop their potential to have religious spiritual strength, self-control, personality, noble character, and skill in a society, nation, and state (Law No. 20 of 2003 Chapter I Article I). In learning English, students' learning behavior can also change their skills such as speaking, writing, reading and listening.

Speaking is one of the language skills in everyday life. Someone often chooses to talk or communicate with others, because communication is more effective if done by speaking. Speaking plays an important role in everyday life. Some linguists have defined the notion of speaking. Talking is essentially a process of communication, because messages occur from one source to another (Hariyadi and Zamzami, 1996:13). Based on the explanation above, it can be concluded that speaking is a process of expressing, and conveying ideas, thoughts or contents to others by using spoken language that can be understood by others.



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 81A of 2013 concerning the implementation of the curriculum explains that extracurricular activity is one of the operational tools (supplement) of the curriculum. The activity needs to be compiled and set forth in a work plan every year by each education unit. The extracurricular of English club is an additional activity organized by the school facilitate the talents and interest of their students. As conducted by MAN 1 Inhil who held extracurricular activity in the English club to develop students' talents and interest in English.

There were three kinds of educational pathway, namely formal, informal, and non-formal educational. Formal education is a structured educational that is structured and stepped from the Elementary to the University level. Informal education is the family and the environment education. While non-formal education is the education outside of formal education that it done structurally and stepping. Besides learning through formal and informal education, many students who follow non-formal education, that is an activity outside of the school activity, such as extracurricular. Barnett (2007:39) states that much evidence exist that supports the contention that student involvement in extracurricular activities support academic performance and achievement. By following the extracurricular student can become a qualified. Every human being has a different ability to grow and thrive.

A Bame and Therese (2011:23) explain that non-formal education involves all educational activities organized outside the formal system and designs to serve identifiable and educational objectives. Extracurricular is one of non-formal

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

education, English club is a non regular activity which is part of extracurricular activities. English club is a group of people members who meet regularly to practice speaking, listening, reading, and writing in English and a series of regularly scheduled meeting where club members practice English and help the community to solve the problems (Kathleen, 2015:11). Students who are active in the English club will get benefits from that, in example, they can increase insight and get ability to socialize with their friends and teacher who can help the members in participating in learning process well. It can be concluded that English extracurricular one of solutions to learn the English more.

Madrasah Aliyah Negeri 1 Indragiri Hilir is an equivalent high school under the auspices of the Indonesian Ministry of Religion located in Tembilahan Hulu District, Indragiri Hilir Regency, Riau Province. This school has implemented the 2013 curriculum when this curriculum is still on trial. This school has several extracurricular activities, one of which is the English Club. The application of the English Club in this school is actually to develop students' talents and interests. The English Club is formed to train students in MAN 1 Inhil fluent in English. This is because English is the language used by citizens of the world as a means of communication with other countries. According to Larry King (2013:1), speaking like playing golf, driving a car, or dealing with a store, the more often it is done, proficient, and fun, but must know the basics first. Likewise, someone who has natural talent must also be able to develop his talents and turn these talents into a skill through habituation or training for practice.

Based on pre research that was done at MAN 1 Inhil, the researcher found some problems related to the English learning process in English club program. The problem students often were afraid of being wrong in speaking English, so they become not active in the learning process. The problem students often self-confidence. When students had to perform in front class, they felt nervous, lacked of motivation. The researcher found that sometimes the students perform in front of class, the students look confused when they found an odd word. Most students were less interested in learning, such as lacked of motivation to continue to develop in students, they lacked of courage of a student when asking questions in the process of teaching and learning activities take place, for fear of being wrong in reciting English.

MAN 1 Inhil is Islamic Senior High Schools that has a good achievement in English education field. Especially in learning behavior and speaking ability, the students of MAN 1 Inhil made English extracurricular named English Club. This extracurricular of English club is different from other schools because in there it is held every week while in other schools it is held only when approaching competition. English club at MAN 1 Inhil has mission that related students' learning behavior and their speaking ability, that is helping the the students who want to learn and hone their speaking ability in the Integrative English Club, and try to self-confidance.

In this research, reseacher focus in students learning behavior and their speaking ability in English club. The most important feature of speaking activity is providing an opportunity for the students to get individual meanings across and



utilize every area of knowledge they have. Riddel (2001:117) states that there are describing visual, role-plays, students' talks, and disscussion. Based on the researcher's preliminary observation, the researcher found the following phenomena:

1. Some of students were reluctant to speak because they were afraid of being wrong in reciting English.
2. Some of students were not active in learning English.
3. Some students had a lack of self-confidence when they were speaking with others.
4. Some of students lacked motivation to develop their abilities.
5. Some of the students did not dare to ask questions in the learning process.
6. Some of the students were less daring to express their opinions.

Based on observation, English club program on MAN 1 Inhil was a group to learn and disscuss about something by using English which has a goal to increase the students' English ability. The English was joined by students that want to develop their learning behavior and their speaking ability. The member of English club consist of Tenth grade and Eleventh grade, it was held on Saturday at 08.00 till the end. In the extracurricular of English club, the researcher found that the teaching and learning process of speaking is implemented in three phases activities were opening, main activity, and closing.

Students who join the English Club at MAN 1 Inhil must be able to develop their talents such as speaking English, their learning behavior from those who are





#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

not active to be active and afraid to be brave. If they have opinions, they do not hesitate to express their opinions and also ask what they do not understand. The students who are active, brave, and confident in their ability to speak English are also good and fluent. They also must be able to motivate themselves in learning especially English subject. According to Risnawati (2012) motivation as processes in an individual stimulates behavior and channel it by providing benefits to organization as a whole. In the educational environment, students are required to speak skillfully in the learning process. The English club program can also develop students' ability to speak English in the competition. For example, some students from English club program joined in story telling competition and could be the winner. At least the students also increase their confidence to speak up and show up in the public. That is evidence why the quality of English club in that school is better.

According to Nawawi (2017) there is a correlation between speaking and scrutinize, that are conversations conducted in two directions, both directly or using media. English Club is an extracurricular activity that can develop students' speaking ability and process student behavior. Students must be able to express their ideas. They must be able to answer questions or ask questions well during the program activities. Based on the phenomena above, the researcher was interested in conducting a research entitled:

**“ The Correlation between Students' Learning Behavior and their Speaking Ability in the Extracurricular of English Club at Man 1 Inhil “**

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## **B. The Problem**

### **1. Identification of the Problem**

Based on the background and phenomena above, there are many problems that make the students learning behavior and their speaking ability is change.

The problems are identified in the following identifications:

- a. Why were students were reluctant to speak because they were afraid of being wrong in reciting English?
- b. Why were students not active in learning English?
- c. Why were students had a lack of self-confidence when they were speaking with others?
- d. How were students develop their abilities?
- e. Why were students did not dare to ask questions in the learning process?
- f. How were students were less daring to express their opinions?

### **2. Limitation of the Problem**

Based on the identification of the problem above, there are several problems involving in this research. Considering the limitation of the researcher in investigating the problems of this, thus, these research problems are limited to focus on the correlation between students' learning behavior and their speaking ability in the extracurricular of English club.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

### 3. The Formulation of the Problem

To conduct this research, the researcher formulates this research questions:

- a. How is students' learning behavior in the extracurricular of English Club at MAN 1 Inhil?
- b. How is students' speaking ability in the extracurricular of English Club at MAN 1 Inhil?
- c. Is there a significant correlation between students' learning behavior and their speaking ability in the extracurricular of English Club at MAN 1 Inhil?

### C. Objective and Significance

#### 1. Objective of the Research

To find out the correlation between students' learning behavior and their speaking ability in the extracurricular of English Club.

#### 2. Significance of the Research

- a. Hopefully, this research is able to benefit the writer as a novice researcher, especially in learning how to conduct a research.
- b. The research findings are also expected to be useful and valuable, especially for students and teachers of English at the first year of MAN 1 Inhil to be consideration for their future learning process.
- c. Besides, these research findings are also expected to positive and valuable information, especially for those who are

concerned in the world of teaching English as foreign language or a second language.

- d. Finally these research findings are also expected to be practical and theoretical information to development of the theories on languages teaching.

#### **D. Definition of the Term**

##### **1. Correlation**

A correlation is statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently (Creswell, 2008:356). In the case of only two variables, it means that two variables share common variance, or they co-vary together. Correlation means in this research is the relationship between students' learning behavior and their speaking ability in extracurricular of English Club at MAN 1 Inhil.

##### **2. Learning Behavior**

Learning behaviour emphasises the crucial link between the way in which children and young people learn and their social knowledge and behavior. In doing this the focus is upon establishing positive relationships across three elements of self, others and curriculum. The principles of learning behavior have wide ranging implications for pupils, teachers, parents, and other professionals. The principles can be applied to all children at any age and not just those perceived as being "difficult to manage".

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

They apply as much to teachers and their relationship with children as much as they apply to the children themselves.

### **3. Speaking Ability**

According to Saville-Troike (2006:13) humans are born with a natural ability or innate capacity to learn language. Speaking is ability that humans are had. Speaking ability is a proficiency of using the language orally. Speaking is the active use of language to use express meaning, so that other people can make sense of them (Cameron, 2001:40). The speaking ability in this research means that ability of a students to express ideas, feeling, opinion, and others orally.

### **4. Extracurricular of English Club**

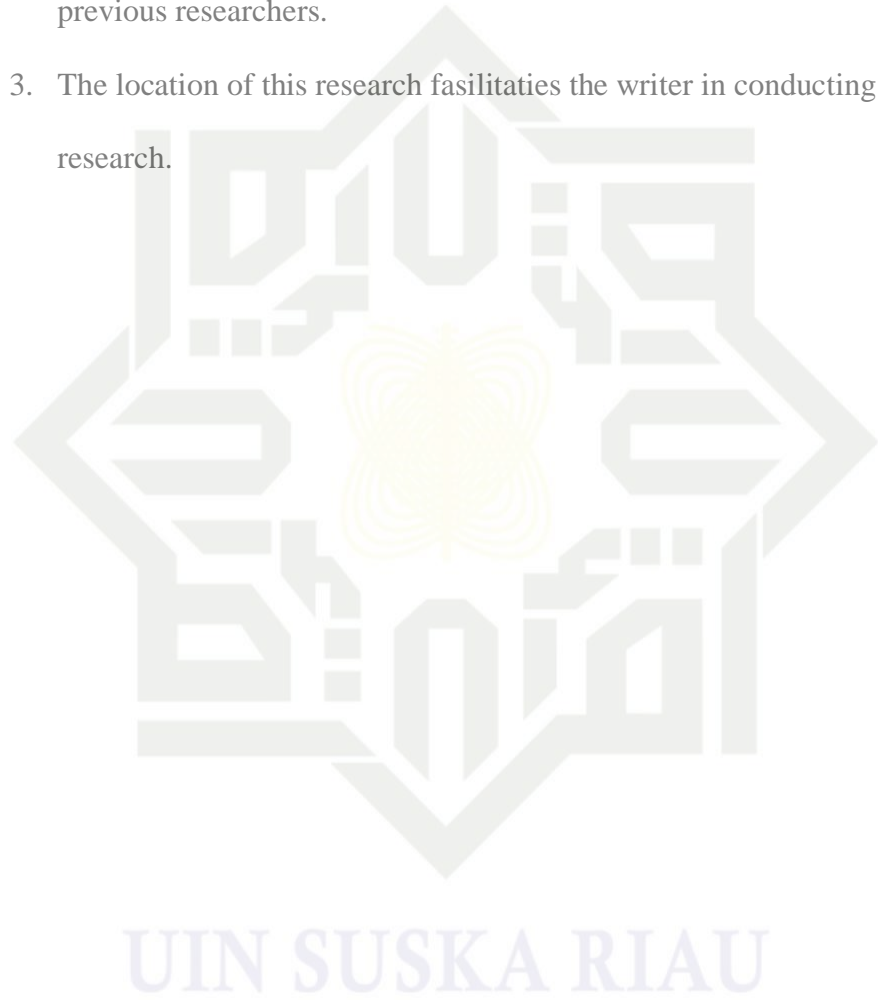
English Club is an English language extracurricular activity that aims to enable students to deepen their English language skills, such as reading, writing, speaking, and listening. English club is non-formal in education that is implemented in a structured manner. According to Herpratiwi and Purnomo (2015) English club is the extracurricular activity that aims to develop students' abilities in the field of English language.

### **E. Reasons for Choosing the Tittle**

There are some reasons why the researcher is interested in conducting this research based on the following reasons:



1. The title of this research is relevant with the writers state as a student of English Education Department.
2. The problem of this research are not yet investigating by other previous researchers.
3. The location of this research facilitates the writer in conducting the research.



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Speaking

Speaking is a key of communication (Alderson, 2004:9). It plays a very crucial part in people in their daily life. Almost of every aspect in our life is covered by speaking. Speaking is either as interaction or a social and situation. It means that the participants need to negotiate meaning contained the ideas, feeling and information. Among the four skills: listening, speaking, reading and writing, speaking is very important for the students in learning language because it is used to communicate with other people naturally in real time. It can improve students' pronunciation, grammatical structure, and vocabulary. Learning a foreign language is long and complex undertaking (Brown, 2007). It means that the students have to have good proficiency and hard effort in order to achieve it. The successful speaking of students can be characterized by talking a lot, participation is even, motivation is high, and language is one of an acceptable levels.

There are five basic types of speaking or oral production (Brown, 2007:142). They are:

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**a. Imitative**

It is someone interested only what is labelled by “Pronunciation”.

She/he imitates a native speaker’s pronunciation.

**b. Intensive**

It is someone ability to gain the meaning of the conversation based on the context.

**c. Responsive**

It refers to someone comprehension of the short conversation, standard greeting and small talk, simple request and comment, and the like.

**d. Interactive**

Interaction consists of two forms. They are **transactional** language, which has the purpose of exchanging specific information and **interpersonal** exchanges, which have the purpose of maintaining social relationship. It was more complex than responsive.

**e. Extensive (monologue)**

Extensive oral production includes speech, oral presentation, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out all together.

Speaking is a complex skill. In addition, to know the sound, structure, and grammar system of language the speaker should think the idea that she / he wishes to express. Speaking means that the application of all language skill.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## 2. Components of Speaking Ability

Speaking has involved in a foreign language, several components that speakers need to acquire in order to communicate effectively. For this reason, Janudom and Wasanasomsithi (2004) confirms that, “communicative competence must include not only the linguistic form of a language but also knowledge of when, how, and to who, it is appropriate to use this form”. Thus, the speaking ability is related to communication, whether to transferor to get information from other people in a real life situation, to be able to use the language to express meaning in an accurate and fluent way.

The proficiencies of speaking are the important one in speaking practice. The students should pay attention toward any proficiency of speaking. The students also should practice the speaking components in mastering speaking ability. According to Brown (2003), there are some components of speaking ability that will be described as below:

### a. Pronunciation

- 1) It is a homy issue for language assessment. This because people tend to judge native/non-native speaker status on the basis of pronunciation.
- 2) Although vast numbers of language students learn to pronounce in a fully comprehensible and efficient manner, very few learners are capable of achieving a native-like standard in all respects.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Pronunciation is the way in which a word is pronounced. It supports by Louma (2004), pronunciation can refer to many features of the speech stream, such as individual sounds, pitches, volume, speed, pausing, stress, and intonation.

**b. Grammar**

Students' progress is often tracked according to the grammatical forms that they can produce accurately. Students are seen to proceed from knowing and utilizing more complex one with making a few mistakes. However, the grammar that is evaluated in assessing speaking should be related to the grammar of speech.

According to Purpura (2004), grammar is used to mean the analysis of language system. The speaker needs to know the rules of grammar when say something in sentence to avoid misunderstanding of the meaning.

**c. Vocabulary**

Being able to express oneself precisely and providing evidence of the richness of one's lexicon (Luoma, 2004). Using very simple and ordinary words naturally is likewise a marker of highly advanced speaking ability.

Spoken words contribute to the listener's impression of the speaker's fluency and keep the conversation going. Using of vague words such as 'thing' helps the speaker go on regardless of



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

the missing word and at the same time they appeal to the listeners to understand and supply it if they can.

**d. Fluency**

Fluency as the ease and speed with which a student is able to formulate and generate speech in the target language. It comes mainly through contextual speaking practice, not drilling with isolated words (Nunan, 2003).

**e. Comprehension**

Cohen et al, (2005:51) state that comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks. Therefore, in speaking can be concluded that the comprehension refers to the speakers' understanding about what are they saying to the listeners in order avoid misunderstanding information; in addition, its function is to make the listeners easily to catch the information from the speakers.

**3. Factors of Influencing Speaking**

There are many factors that influence the students in speaking (Brown, 2007:142). Generally, there are two main factors:

**a. Internal factors**

These factors come from the students themselves that consists of physiological aspect (the organ of the body) and

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

physiological aspects such as intelligence, attitudes, interest, talent and motivation.

**b. External factors**

These factors consist of social environment such as family, teachers, staffs, society and friends, and non social environment such as house, school, equipment and atmosphere.

**4. Functions of Speaking**

It is an important part of everyday interaction and most often impression of a person is based on his or her ability to speak fluently and comprehensibly. Pertaining to Brown and Yule in Richards (2006), they state that there are three functions of speaking. They are:

**a. Talk as Interaction**

This refers to what we normally mean by “conversation” and describes interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small talk and chit chat, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with other. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

**b. Talks as Transaction**

This type of talk refers to situation where is on what is said or done. The message is the central focus here and making

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

oneself understand clearly and accurately, rather than the participants and how they interact socially with each other.

**c. Talk as Performance**

This refers to public talk, that is talking with transmits information before an audience such as morning talks, public announcements, and speeches. Talk as performance tends to be in the form of monologue rather than dialogue, often follows a recognizable format.

**5. Characteristics of Successful Speaking**

In reference to Hughes (2003), he says that the purpose of teaching spoken language is to develop students' ability in interacting success of the language is that English and involving comprehension as well as production. In line with statement above, Ur (1996) says that the following characteristics are common in successful speaking tasks.

**a. Maximum Foreign Talk**

One common problem in speaking activities is that students often produce one or two simple utterance in the foreign language and spend the rest of the time chatting in their native language. Another common problem is that the teacher talks to much of the time. In successful teaching tasks, the students talk a lot in the foreign language. As much as possible of the period of time allocated to the activity is in fact occupied by learner talk.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**b. Even Participation**

Whether the task takes place among the whole class or in small groups, a successful task should encourage speaking form as many different students as possible. The task should be designed in a way so that the outspoken students do not dominate discussions, all get a chance to speak, and contributions are fairly evenly distributed.

**c. High Motivation**

Students are eager to speak, when the topic is interesting or there is a clear objective that must be reached. Again great care should be taken to make sure the task is in line with the students' ability to deal with the task. If the task is too easy, the students may think it is childish and thus lose interest.

**d. Right Language Level**

The task must be designed so that the students can complete the task successfully with the language that they have. Students can express themselves in utterances that are relevant, easily, comprehensible to each other, and of an acceptable level of language accuracy. If the students have lack to much vocabulary, the task will become frustrating and the students are likely to give up or revert back to native language.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## 6. Learning Speaking

Regarding to Kalayo and Muhammad Fauzan Ansyari (2007) state that learners should be able to make themselves understand by using their current proficiency to the fullest. According to Kalayo and Muhammad Fauzan Ansyari (2007) state that language learners should know the areas of knowledge in speaking as follows:

- a. Mechanics (pronunciation, grammar, and vocabulary): speaking the right word in the right order and right pronunciation.
- b. Functions (transactional and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
- c. Social and cultural rules norms: understanding how to take into account who is speaking to whom, in what conditions, about what, and for what reason.

## 7. Speaking Difficulties

Learning English as a second or foreign language makes students get some difficulties. Regarding to Dulay et (1982) state that there are four types of errors, they are: omission, additions, misinformation, and disordering.

### a. Omission

Pertaining to Dulay et (1982) state that omission error is a type of error which occurs if there are one or more items that do



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

not appear in a well-formed of utterances. Any morpheme or word which does not appear like it should be can categorized as omission but grammatical morphemes are more frequent to be omitted by learners rather than content word.

**b. Additions**

In contrast with omission, regarding to Dulay et (1982) explain that addition error is defined by “the presence of an item which must not appear in a well-formed utterance”. They also state that there are three types of addition errors. Those are double markings, regularizations, and simple addition.

**c. Misinformation**

According to Dulay et (1982) say that misinformation errors are kind of addition errors which do not have the correct form of the morpheme or structure. There are three types of misinformation errors. Those are regularization errors, arch-forms, and alternating form.

**d. Disordering**

Disordering errors are characterized by “the incorrect placement of a morpheme or group of morphemes in an utterance”. The morphemes do not take place in where it should be.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## 8. Speaking Ability in the English Club

English club is one of the program that can help to improve students' speaking ability. In this program, the students more enjoy fellowship and companionship, have access to get new information, get same turning to speak, and get new vocabulary, knowledge, and information when interlocutor speaking, Galanes and Adam (2013). English club is one of the extracurricular at MAN 1 Inhil. According to Yudha (1999:6) extracurricular is activity outside regular school lesson conducted in the school our outside school with the purpose to expand the knowledge of students, getting to know the contact between subject, talent, and interest.

Extracurricular activity is intended in order develops students' personalities, talents, and abilities. Extracurricular is a means for development students self. Many programs or activities can construct students physic by good management (Anwar: 2015:45). In the extracurricular of English club at MAN 1 Inhil there is a mission that related students' learning behavior and their speaking ability. That is helping the students of MAN 1 Inhil who want to learn and hone their speaking ability in the Integrative English Club. In the activity of English club, the students are trained to speak English well with their teacher and their friend or in the pronunciation of objects around. So that the English club is expected that students will be fluent in speaking English.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## 9. Learning Behavior

Learning behavior can be interpreted as a learning activity. The concept and understanding of learning itself is very diverse, depending on the viewpoint of everyone who observes it. Self-learning is defined as a relatively long-lasting change in behavior obtained later from experiences (Davidoff, 1998:178).

Morgan et al (cited by Walgito, 2003:166), provide the following definition of learning. Learning can be interpreted as a relatively permanent change in behavior that occurs as a result of practice or experience. What appears in this definition is that behavior changes or performance are relatively permanent. Besides that, it was also stated that changes in behavior were a result of learning because of practice or because of experience. On the understanding of exercise, it takes effort from the individual concerned, while in understanding business experience it is not necessarily necessary. This implies that with experience a person can change his behavior besides that change can be caused by training.

Although theoretically learning can be interpreted as a change in behavior, but not all changes in behavior of organisms can be considered learning. Changes that arise because the learning process is certainly possessed by distinctive manifestation characteristics. Every learning behavior can be characterized by specific characteristics of change.

Among the characteristics of typical changes that are characteristic of learning behavior are the most important are:

1. Change is intentional
2. Change is positive and active
3. Change is effective and functionally

From the points above, it can be concluded that learning behavior is a mental activity that takes place in active interactions with the environment, which results in changes in knowledge, understanding, skills, and attitudes.

English Club activities carried out in schools can be interpreted as a process of interaction between students and teachers, students with their friends and also their environment to achieve the best learning goals. In this interaction process, language skills are very necessary. Moreover on speaking skills. Speaking is a language skill that develops the lives of children, which is only preceded by scrutinized and at that time the ability to speak is learned (Tarigan, 1990). In the educational environment, students are required to speak skillfully in the learning process. However, students who are skilled at speaking do not necessarily have good moral attitudes. It is important to realize that the skills needed for effective speaking activities are much the same as those needed for effective communication; in other language skills (Green & Pretty, 1971:39-40).

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## 10. Special Characteristics of Learning Behavior

Special characteristics that are characteristic of learning behavior are:

### a. Intentional Change

Changes that occur in the learning process are thanks to experience or practice that is done intentionally and consciously. This characteristic means that students are aware of the changes experienced or at least they feel a change in themselves, such as empirical studies of learning behavior, self-efficacy and emotional intelligence, knowledge, habits, attitudes and views of things and skills.

### b. Positive and Active Change

Changes that occur because the learning process is positive and active. Positive changes mean good, useful and in line with expectations. This also means that the change is always an addition, which is obtained something relatively new (such as understanding and new skills) that is better than what has been there before. Changes are active, meaning they do not happen by themselves as they are due to the maturity process.

### c. Effective and Functional Change

Changes that arise because the learning process is effective, namely efficient. That is, these changes bring influence, certain meanings and benefits for people or individuals who learn.



Functional changes also mean that they are relatively settled and at any time when needed, these changes can be reduced and utilized. Functional changes can be expected to provide broad benefits.

## 11. Embodiment of Learning Behavior

According to Tohirin, the manifestation of learning behaviors usually appears more frequently in the following changes:

### a. Habit

Every individual (student) who has undergone a learning process, his habits will appear to change. This habit arises because of the process of formulating response trends using repetitive stimulus. In the learning process, habituation also involves reducing behavior that is not treated. Because of this reduction process a relatively sedentary and automatic pattern of behavior emerges.

### b. Skill

Skills are activities that are related to the nerves and muscles that are commonly seen in physical activities such as writing, typing, sports and so on. Even though it is motor, it requires the coordination of the movement under study and high awareness. According to the Rebber quoted by Tohirin, skills are the ability to carry out complex patterns of behavior that are neatly arranged neatly and in accordance with the

circumstances to achieve certain results. Skills include not only motor movements, but also the manifestation of cognitive mental functions.

### c. Observation

According to Tohirin, observation means the process of receiving, interpreting and giving meaning to stimuli that enter through the senses such as the eyes and ears. Thanks to learning experience, a student will be able to achieve true objective observation before gaining understanding. Incorrect observation will also lead to erroneous understanding.

### d. Associative Thinking and Memory

Associative thinking is thinking by associating something with others. Associative thinking is a process of forming relationships between stimuli and responses. The ability of students to do associative relationships that are true is strongly influenced by the level of understanding or knowledge obtained from learning outcomes. While memory is an embodiment of learning, because it is a basic element in associative thinking. So, students who have experienced the learning process will be characterized by increasing material deposits (knowledge and understanding) in memory, as well as the increased ability to connect the material with the situation or stimulus that he is facing.

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**e. Rational and Critical Thinking**

Rational and critical thinking is the manifestation of learning behavior, especially those related to problem solving. Generally, students who think rationally will use the principles and basics of understanding in answering questions. In rational thinking, students are required to use logic (common sense) to determine cause and effect, analyze, draw conclusions and even create laws (theoretical methods) and predictions.

**f. Attitude**

Attitude is mental outlook or inclination. In principle, attitude is the tendency of individuals (students) to act in a certain way. The embodiment of student learning behavior will be marked by the emergence of new trends that have changed (more advanced and straightforward) towards an object, values, events and so on.

**g. Inhibition**

Inhibition is an effort to reduce or prevent the emergence of a particular response because of another ongoing response process. In relation to learning, inhibition means students' ability to reduce or stop unnecessary actions, then choose or take other actions that are better when they interact with their environment.

**h. Appreciation**

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Appreciation is a symptom of the affective domain which is generally aimed at cultural arts such as literature, music, painting and drama.

**i. Affective Behavior**

Affective behavior is behavior that involves the diversity of feelings such as fear, anger, sadness, joy, disappointment, pleasure, hatred and anxiety. Such behavior is inseparable from the learning experience. Therefore, it is considered as an embodiment of learning behavior. Learning behavior that researchers mean here is student learning behavior that shows a better direction. Student learning behavior is not only in the school environment but also in the community.

**j. Learning Behavior in the English Club**

English club is a group of people club members who meet regularly to practice speaking, listening, reading, and writing in English and a series of regularly scheduled meetings where club members practice English and help the community solve problems, Kathleen (2015:3). In the English the students is given materials that students work in pairs or small groups, share information and opinion on topic, solve the problems, which are meaningful to them. While in Fauziati (2008:109) suggests that more advanced students be given problem which require going out into community or on campus to interview

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

people who can supply concrete information about the problem.

In the English club, the students can add their experiences to join competition out of school. They can show their talents in the field of English language and train they self confidence. English club is one of the extracurricular active in demand by students of MAN 1 Inhil. The students are asked to give a good example for another students to develop their talent, attitude, skill, habit, and experience.

## B. Relevant Research

1. The first research entitled "*The Correlation between Students' Learning Strategies and their Speaking Ability*" then the researcher is Musyarafah from Makassar Muhammadiyah University. The objective of this research was to find out whether there was correlation between students' learning strategies and their speaking ability at the Twelfth Grade Students of SMA N 10 Gowa. This research was done by using analysis of quantitative method and a correlational research design. The sample of this research was 21 students who were taken from XII IBB class of students in academic year of 2018/2019. The sample was taken by Purposive Sampling Technique. The instruments of this research were questionnaire and speaking test. The result of this research showed that the students applied all of the six strategies proposed by Oxford namely Memory, Cognitive, Compensation,



Metacognitive, Affective, and Social Strategies in mastering their speaking ability. The most frequently used was Metacognitive. The level correlation between students' learning strategies and their speaking ability was very high with the  $r_{xy} = 0.87$ . The result of the students' learning strategies mean score 3.50 and speaking ability 76.04.; it can be concluded that there was a significant correlation between students' learning strategies and their speaking ability.

2. The second research entitled "*The Correlation between Students' Motivation in Learning English and their Speaking Ability*", then the researcher was Irine Sonia Pratiwi from Lampung University. This research was aimed at investigating the correlation between students' motivation in learning English and their speaking ability. The researcher used quantitative method and more specifically the researcher used Pearson-product moment correlation between both variables was significantly correlated. For the contribution, the students' motivation contribution toward their English speaking ability was 0,387. It means that the motivation contributed on the students' English speaking ability for 38,7%. The researcher concluded that the motivation directed students' behavior in learning, changing the cognitive processes in learning and making the students focus on reaching their goals. Motivated students overcome obstacles which come to them with strongly powerful from inside. Moreover,

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

motivated students often got best result because motivation improved their performance to achieve their goals.

3. The third research entitled "*The correlation between Self Confidence and Speaking Ability of the Third Year Students of English Department at Bung Hatta University*", then the researcher is Rafita Prastya Ningrum from Bung Hatta University. The type of the research was correlational research. This research was aimed to test the correlation between the third year students' self confidence and their speaking ability at English of Bung Hatta University. The population of this research was all of the third year students of English Department of Bung Hatta University who registered in 2016/2017 academic year. The number of population members was 40 students. They were distributed two classes. Two choose the sample, the researcher used total sampling technique. The researcher used two instruments to collect the data. First was questionnaire to collect data of students' self confidence (X). Second was speaking ability test to collect of students' speaking ability (Y). The result of this research found that there is not significant correlation between the third year students' self confidence and their speaking ability at English Department of Bung Hatta University.
4. The last research entitled "*The Correlation between Motivation Behavior and Speaking Ability*" then the researcher is Diki Maulana from IKIP Siliwangi. This research is about the correlation between

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

motivation behavior and speaking ability at English Student Association. Hence, this research is aimed to find out whether or not there is a significant correlation between motivation and speaking ability at English Student Association. This research used correlation research design and qualitative research. The instrument is motivation test using questionnaire and speaking test by story telling. The population of this research is English Student Association of IKIP Siliwangi and the sample is 30 students. The data of this research is analyzed using pearson product moment correlation coefficient. The degree of correlation between two variables was low with a correlation coefficient of 0.045. The result showed that there was a weak correlation between motivation behavior and speaking ability at English Students Association.

### C. Operational Concept

Syafi'i (2018) stated that all related theoretical frameworks can be operated in the operational concept. In addition, it really needs to clarify the variables that are used in this research. Based on this statement, the researcher concludes that operational concept used to make it easy to measure and avoid misunderstanding. concept is used to avoid misunderstanding and misinterpretation in carrying out the research in accordance with review of related literature. There are two variables in this research:

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Variable X is students' learning behavior. The indicators of learning behavior according Tohirin (2006: 94 -100) to as follows:

1. Students are able to change their habit in learning English in the English Club.
2. Students are able to utilize their friends so that they join the English Club.
3. Students are able to receive and give meaning that enter through the senses such as the eyes and ears.
4. Students are able to think associatively when they learn English in the English Club.
5. Students are able to think logically when they learn English in the English Club.
6. Students are able to change their attitudes when they learn English in the English Club.
7. The students are able to stop unnecessary actions and do necessary actions when interacting with their friends in the English Club.
8. Students are able to increase the appreciation of their work in the English Club.
9. Students are able to control their affective behavior when they learn English in the English Club.



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Variable Y is students' speaking ability. The indicators as follows:

1. Students are able to speak English with good pronunciation in the English Club.
2. Students are able to speak English grammatically in the English Club.
3. Students are able to speak English with good vocabulary in the English Club.
4. Students are able to speak English fluently in the English Club.
5. Students are able to speak English with good comprehension in of English Club.

## D. Assumption and Hypothesis

### 1. Assumption

Assumptions are things that are accepted as true, or at least plausible, by researchers and peers who will read the dissertation or thesis. Then, the assumption of this research is the better the students' learning behavior join the extracurricular of English Club, the better speaking ability the students will get.

### 2. Hypothesis

Hypothesis is a temporary answer. This hypothesis must be stated or formulated by the researcher as his temporary answer to the research question. There are the **alternative hypothesis (H<sub>a</sub>)** and **null hypothesis (H<sub>o</sub>)** enters the scene. The hypothesis can be formulated as follows:



### a. Alternative Hypothesis (Ha)

There is a significant correlation between the students' learning behavior and their speaking ability in the extracurricular of English Club at MAN 1 Inhil.

### b. Null Hypothesis (Ho)

There is no a significant correlation between the students' learning behavior and their speaking ability in the extracurricular of English Club at MAN 1 Inhil.

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER III

### RESEARCH METHOD

#### A. Method of The Research

This research is quantitative research. Quantitative research (the word quantitative comes from the word 'quantity') involves information or data in the form of numbers. Quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically based methods in particular statistics (Aliaga and Gunderson, 2002). This research is categorised a correlation research. A correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently (Creswell, 2012). Correlational research aims to describe the strength of the relationship between events or characteristics (Mukhlis, 2014).

The statistic is culculated for two variables by multiplying the z scores X and Y for each case and then dividing by the number of cases minus one e.g., see the detailed steps in Vockell and Ashner (1995). The target of the population of this research is the students of extracurricular of English Club. This research consists of 2 variables. According to Kadir (2017), variable is a concept that has varying value score, situation, category, and condition.

#### B. Time and Location of The Research

This research was conducted from February 2020. The location of this research at MAN 1 Inhil. It was located on Pelajar street, Tembilahan city, Indragiri Hilir Regency, Riau in 2019-2020 of academic year.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## **C. Subject and Object of The Research**

The subject of this research was the student who join extracurricular of English Club. The object was students' learning behavior and their speaking ability in extracurricular of English Club.

## **D. Population and Sample of The Research**

### **1. Population of The Research**

According to Creswell (2012), population is a group of individuals who have the same characteristic. Then, the population of this research was the students who join extracurricular of English Club. There were 22 students in extracurricular of English Club at MAN 1 Inhil which included in the first, second, and last grade at MAN 1 Inhil.

### **2. Sample of The Research**

According to Syafi'i (2018) sample refers to the population or subjects chosen and determined as the "*sources of data information*" that you need in your research project. For this research, the researcher used total sampling technique to take the sample. Total sampling is a sampling technique in which all of the students become respondents (Sugiyono, 2007). The researcher take all population as sample to this research because it was less than 100 respondents. Then, the sample was taken from this research were 22 respondents.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Table III.1**

**The Students' Total Sample of Extracurricular of English Club at MAN 1 Inhil**

No.	Class	Total
1	X IPA 1	7 Students
2	X IPA 4	4 Students
3	XI IPA 1	3 Students
4	XI IPA 2	1 Student
5	XI IPA 4	2 Students
6	XI MAK 1	4 Students
7	XII IPA 2	1 Student
	<b>TOTAL</b>	<b>22 Students</b>

## E. Technique of Collecting Data

### 1. Questionnaire

The researcher used a set of questionnaires as a technique of collecting data. Questionnaire is used to know and complicate information about students' learning behavior. According to Cohen (2007) questionnaire is a widely used and useful instrument for collecting survey information, provding structured often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straight forward to analyze.

Questionnaire is a list of question that given to the person to give their responses concerning the questions (Arikunto, 2005). Based on the defenition above, it was concluded that questionnaire was a list of questions that given to the respondents of the research in order to collect the information (data) about the respondents through their responses

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

concerning the questions. The questionnaire consist of 20 item which had four options using Likert-Scale, namely always (4), often (3), sometimes (2), and never (1).

**Tabel III.2**  
**The Blueprint of Students' Learning Behavior Questionnaire**

No.	Indicators	Number of Question
1	To change their habit in learning English in the English Club.	1,2
2	To utilize their friends so that they join the English Club.	3,4
3	To receive and give meaning that enter through the senses such as the eyes and ears.	5,6
4	To think associatively when they learn English in the English Club.	7,8
5	To think logically when they learn English in the English Club.	9,10,11,12
6	To change their attitudes when they learn English in the English Club.	13,14
7	To stop unnecessary actions and do necessary actions when interacting with their friends in the English Club.	17,18
8	To increase the appreciation of their work in the English Club.	15,16
9	To control their affective behavior when they learn English in the English Club.	19,20
TOTAL		20

**Table III.3**  
**Likert Scale for Learning Behavior Questionnaire**

Statement	Point
Always	4
Often	3
Sometimes	2
Never	1



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## 2. Test

The test is some question or exercise or other instrument used to measure skills, progress, ability or talent and intelligence knowledge of each student or group. In line with the opinion Cohen et al (2005) say that this test aims to know or measure all types of abilities, interests, attitudes and works. To collect the data of the students' ability in speaking, the researcher used oral test to know the students' speaking ability in English subject. Students are asked to tell a story based on a specified topic within a few minutes.

**Table III.4**  
**The Instruction of the Test**

No.	Steps
1	Researcher come to the class ( Greeting, Instruction )
2	Researcher explain and give example of the material about simple past tense
3	Students choose one of the theme from simple past tense explained by the researcher to perform in front of class ( the themes are My Holiday, My Bad Experience, and My Unforgettable Experience)
4	Students are asked to stand in front of their friends
5	Students are required to perform 5 minutes oral test, which consist of instruction, content, and conclusion
6	The students' speaking ability were assessed using a scoring rubric proposed by Brown (2003)

Based on the table above, the researcher saw and recorded the students' speaking ability in telling the story (My Holiday, My Bad Experience, and My Unforgettable Experience) in front class by using voice recording. The recordings played and scored by two raters based on

the components of speaking ability. There were five criteria that had been evaluated; they were pronunciation, grammar, vocabulary, fluency, and comprehension. The researcher used the scale rating scores of Brown (2003) as follows:

**Table III.5**  
**The Rubric of Speaking Test Assessment**

No	Criteria	Rating Score	Comments
1.	Pronunciation	5	Equivalent to and fully accepted by educated native speakers.
		4	Errors in pronunciation are quite rare.
		3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
		2	Accent is intelligible though often quite faulty.
		1	Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigner attempting to speak his language.
2.	Grammar	5	Equivalent to that of an educated native speaker.
		4	Able to use language accurately on all levels normally pertinent to professional needs. Errors in grammar are quiet rare.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in any sentences of the story.
		2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.
		1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3.	<b>Vocabulary</b>	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Speech on all levels is fully accepted by educated native speaker in all features including breadth of vocabulary and idioms, colloquialism, and pertinent cultural references.
		3	Able to speak the language with sufficient vocabulary to participate effectively in sentences of the story . vocabulary is broad enough that he rarely has to grope for a word.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		1	Speaking vocabulary inadequate to express anything but the most elementary needs.
4.	<b>Fluency</b>	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
		4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any story within the range of his experience with a high degree of fluency.
		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
		2	Can handle with confidence but not with facility most social situations, including introductions, and story about current events, as well as work, family, holiday, bad experiences and unforgettable experiences.
		1	No specific fluency description. Refer to other four language areas for implied level of fluency.
5.	<b>Comprehension</b>	5	Equivalent to that of an educated native speaker.
		4	Can understand any story.
		3	Comprehension is quite complete at a normal rate of
			the story.
		2	Can get the gist of most conversation of non-technical subjects.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

	1	Within the scope of his very limited language
		experience can understand simple sentences and statements if delivered with slowed story repetition, or paraphrase.

Based on repost student report cards of 2013 curriculum, the category of students' scores are as follow:

**Table III.6**  
**Category of Students' Score**

Categories	Score
Very Good	81-100
Good	61-80
Enough	41-60
Less	21-40
Fail	0-20

## F. Validity and Reliability of Instrument

To obtain the data from the respondents, the researcher made try out to determine the validity and reliability.

### 1. Validity

According to Donald Ary (2010:226) validity is process of gathering evidence to support a particular of test. It means that validity makes score appropriately. An instrument is valid if it is able to measure what must be measured.



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**a. Questionnaire**

To analyze the validity of questionnaire of this research, the researcher conducted a try out to 25 items by handings 15 students who was not included in the research sample. The researcher used SPSS 23 program to analyze the data. The standard value of validity is  $r_{\text{item}} > r_{\text{table}}$ . Based on the try out result, it was determined that all of the items were valid. The researcher compare  $r$  observed to  $r$  table at significant level of 5% is 0.599 ( $df = N - 5 = 20$ ). The  $r$  observed of each item should be higher than the  $r$  table to be considered as a valid question. If the observed of  $r$  on the analysis of less than  $r$  table, it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected.

The result of the analysis showed that there were 20 questions accepted or valid and the others were rejected or invalid, 20 questions are valid and the rest are dropped. The dropped items were statements of number 15, 18, 20, 22, and 25. These items were dropped because the scores are under 0.599. Thus, there are 20 items of questionnaire to test students' learning behavior.

**b. Test**

In this research, the researcher used test is adopted by Wiwit Purwati. According to Gay (2009) there are four kinds of validity for test: content validity, criterion-related validity, construct validity, and consequential validity and they are interrelated. The researcher used



content validity. If all test items cover all of learning objectives (indicators) the test is content valid. Content validity was used because the test given were based on materials that the students learned.

## 2. Reliability

Reliability is about consistency of the scores produced (Gay, 2009). They also pointed out that reliability is very important to judge the suitability of a test. It is clear that reliability is to measure the consistency and the quality of test score.

### a. Questionnaire

According to Cohen et al (2007), the guidelines for reliability is as follows:

**Table III.7**  
**Category of Reliability**

No.	Reliability	Category
1.	>0.90	Very highly reliable
2.	0.80 - 0.90	Highly reliable
3.	0.70 - 0.79	Reliable
4.	0.60 - 0.69	Unacceptably low
5.	<0.60	reliable

In this research, the researcher used software SPSS 23 version to calculate the reliability of test. Here the result of reliability for questionnaire:



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Table III.8**  
**Reliability Statistics**

Cronbach's Alpha	N of Item
.963	20

The table showed that the reliability of questionnaire was 0.936 which is categorized into very highly reliable level.

#### **b. Test**

Reliability shows consistently and depedently of the instrument. Pertaining to Donald Ary (2010:236) reliability of measuring instrument is degree of consistency which it measures whatever it is measuring. In this research, the researcher adopted the test from Wiwit Purwati to describe students' speaking ability.

#### **G. Technique of Data Analysis**

To know about whether there is a significant correlation between students' learning behavior and their speaking ability or not, the data analyze statistically by using product statistical formula. To analyze the data of the students' learning behavior, the researcher uses the following formula by Sudjiono (2004) as follows:

$$P = \frac{F}{N} \times 100\%$$

Where:

P :Number of percentage

F : Frequency

N : Total number of all frequencies

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

analyzing the students' speaking ability based on the formula as follows:

$$N = \frac{R1+R2}{2}$$

Where:

N = Individual Score

R1 = Rater 1 score

R2 = Rater 2 score

In analyzing the data the correlation between students' learning behavior and their speaking ability, the researcher used pearson product moment correlation coefficient using SPSS 23. The formula as follows :

$$r = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N(\sum x^2) - (\sum x)^2][N(\sum y^2) - (\sum y)^2]}}$$

Where :

$r_{xy}$  = Coefficient between x and y

N = Number of sample

$\sum x$  = Number of independent variable

$\sum y$  = Number of dependent variable

$\sum x^2$  = Number of square of the independent variable

$\sum y^2$  = Number of square of the dependent variable

$\sum_{xy}$  = Number of multiplication of the independent and dependent variables

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research was done to find out the correlation between students' learning behavior and their speaking ability in the extracurricular of English Club at MAN 1 Inhil. So, the researcher can conclude this research as follows:

1. The students' learning behavior in the extracurricular of English Club at MAN 1 Inhil have mean score is 75.96, it means that the category for students' learning behavior is enough.
2. The students' speaking ability in the extracurricular of English Club at MAN 1 Inhil have mean score is 71.40, it means that the category for students' speaking ability is good.
3. There is a significant correlation between students' learning behavior and their speaking ability in the extracurricular of English Club at MAN 1 Inhil.

Based on the result of the research, the students' learning behavior has correlation with their speaking ability. It means the better learning behavior they have, the better speaking ability they get.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**B. Suggestion**

Considering the correlation between students' learning behavior and their speaking ability in the extracurricular of English Club, the researcher would like to give some suggestions as follows:

**1. Suggestion for Teachers**

- a. It is recommended to teacher ask the students to improve their learning behavior in studying English.
- b. It is recommended to teacher ask the students to speak English in the club or classroom.
- c. The teacher should be support this extracurricular of English Club in order to make many students come to join this activity.
- d. The teacher should be creative to improve the students' learning behavior and their speaking ability by giving them more activities or exercise.

**2. Suggestion for Students**

- a. The students should be able to improve their learning behavior in studying English.
- b. The students should be able to try speaking English in the club or classroom.
- c. The students should pay attention to the material was explained by the teacher.



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

### 3. Suggestion for Future Research

- a. This research can be the references for the next researcher who want to find out the correlation between students' learning behavior and their speaking ability in the extracurricular of English club.
- b. The researcher hope this research can help someone who want to get knowledge and information about students' learning behavior, speaking ability, and extracurricular of English club.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## REFERENCES

- Abidin, M. J. Z. Pour-Mohammadi, M, & Alzwari. H. (2012). EFL Students' Attitude towards Learning English Language: The Case Of Libyan Secondary School Student. Asian: Asian Social Science.
- Alderson, J. (2004). *Assesing Speaking*. Cambridge: University Press
- Arikunto, Suharsimi. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Asep Herry Hernawan, dkk. (2010). *Pengembangan Kurikulum dan Pembelajaran*. Jakarta: Universitas Terbuka.
- Baker, C. 1992. *Attitudes and Language* . Clevdon: Multilingual Matters.
- Barnett, M. L. 2007. Stakeholder influence capacity and the variability of financial returns to corporate social responsibility, *Academic of Management Review*, 32 (3), pp. 794-816.
- Brown, H. Douglas. (2003). *Language Assessment: principle and Classroom Practices*. California: San Francisco State University.
- Cameron, D. (2001). *Working with Spoken Discourse*. Oxford: SAGE Publication, Ltd.
- Creswell, John W. (2007). *Qualitative Inquiry and Research Design: Choosing among Five Approaches*. Second Edition. USA: Sage Publications, Inc.
- Creswell, John W. (2012). *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar
- Dulay, H, et al. (1982). *Language Two*. Oxford: University Pres
- Fakeye, C. (2002). *Effect of Componentional and Rhetorical Strategies on Students' Achievement in Essay Writing*. Ibadan: University of Ibadan.
- Gobbons, J.(2006). "The Link between Extracurricular Activities and Academic Achievement for Youth in Grades 5 and 7." *Education Research*, 3-5.
- Griffin, Jan Graham. (2007). "Student Attitudes and Activities that Influence Student Achievement." *Dissertations*, 12-15.
- Hamdu Ghullam, Agustina Lisa.(2011). "Pengaruh Motivasi Belajar Siswa Terhadap Prestasi Belajar IPA di Sekolah Dasar." *Penelitian Pendidikan*, 90.



Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- HS, Nasrul. (2014). *Profesi dan Etika Keguruan*. Yogyakarta: Aswaja Pressindo.
- Hughes, Arthur. (2003). *Testing for Language Teacher*. United Kingdom: Cambridge University.
- K. Hasibuan, MF Ansyari. (2007). "Teaching English as Foreign Language (TEFL)." *Education Research*.
- Kadir. (2017). *STATISTIKA TERAPAN; Konsep, Contoh dan Analisis Data Dengan Program SPSS/Lisrel dalam Penelitian*. Depok: Raja Grafindo Persada.
- Kara, A. (2009). The effect of a 'learning theories' unit on students' attitudes towards learning. *Australian Journal of Teacher Education*, 34, 100-113.
- LN, Firdaus. (2011). *Powerful the Points of Guru*. Pekanbaru: Percetakan Witra Irzani.
- Luoma, Sari. (2004). *Assessing Speaking*. Cambridge University Press The Edinburgh Building, Cambridge CB2 8RU, UK.
- Mukhlis. (2014). *Konsep & Teori Perkembangan*. Pekanbaru: Al-Mujtahadah Press
- Murcia, Celce M. (2001). *Teaching English as a Foreign Language*. United States of America: Heinle-Heinle Thompson Learning.
- Nunan, David. (2003). *Practical English Language Teaching*. Sydney. Mc Graw Hill, Inc.
- Riduwan. (2010). *Skala Pengukuran Variabel-variabel Penelitian*. Bandung: Alfabeta
- Risnawati. (2012). *Administrasi dan Supervisi Pendidikan*. Yogyakarta: Aswaja Pressindo
- Rumapea, ME.(2014). "Kurikulum 2013 Yang Berkarakter." *Jurnal Pendidikan Ilmu*, 1.
- Syafi'i. (2011). *From Paragraph to a Research Report: a Writing of English for Academic Purpose*. Pekanbaru: LBSI.
- Saville-Troike. (2006). *Introducing Second Language Acquisition*. New York: Cambridge University Press
- Shams, M. (2008). Students' attitudes, motivation and anxiety towards English language learning. *Journal of Research*, 2, 121-144.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Sudjiono, A. (2004). *Pengantar Statistik Pendidikan*. Jakarta: Rajawali Press.

Sugiyono. (2007). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta

Tohirin. (2006). *Psikologi Pembelajaran Pendidikan Agama Islam*. Jakarta: Raja Grafindo Persada







UIN SUSKA RIAU

© Hak Cipta Milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
**كلية التربية والتعليم**  
**FACULTY OF EDUCATION AND TEACHER TRAINING**  
Jl. H. R. Soebrantas No.155 Km. 18 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 561647  
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/1125/2019

Sifat : Biasa

Lamp : -

Hal : **Pembimbing Skripsi**

Pekanbaru, 17 Januari 2019

Kepada  
Yth. Kurnia Budiyan, S.Pd, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama	: WILDAWATI
NIM	: 11614203119
Jurusan	: Pendidikan Bahasa Inggris
Judul	: The Correlation between Students' Learning Behaviour and Their Speaking Ability in The Extracurricular of English Club at MAN 1 Inhil
Waktu	: 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam  
an. Dekan

Wakil Dekan I  
  
Dr. Drs. M. Ag. NIP. 19660924 199503 1 002

Tembusan :  
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau





UIN SUSKA RIAU

KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**FAKULTAS TARBIYAH DAN KEGURUAN**

# كلية التربية والتعليم

**FACULTY OF EDUCATION AND TEACHER TRAINING**

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

## KEGIATAN BIMBINGAN MAHASISWA SKRIPSI MAHASISWA

1. Jenis yang dibimbing : Proposal
  - a. Seminar usul Penelitian :
  - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Kurnia Budianti, M.Pd
  - a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : Wildawati
4. Nomor Induk Mahasiswa : 11614203119
5. Kegiatan : Bimbingan proposal

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	23/01/2019	Preliminary research, observation interview, Problem in speaking, operational concept	Yusri	
2	30/01/2019	formulation of the Problem, Operational concept sample of the research, technique of data	Yusri	
3	29/03/2019	Relevan research, Operational Concept, Speaking test → make the instruction clear	Yusri	
4	05/04/2019	References	Yusri	
5	08/04/2019	ACC	Yusri	
6				
7				

Pekanbaru, 8 April 2019

Ywazi

NIP.

- Hak Cipta Dilindungi Undang-Undang**
- |  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
|--|--|--|--|--|--|
1. Diarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
    - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
  2. Diarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

Nama

5-Nomor Induk Mahasiswa

Hari/ Tanggal

Judul Proposal Penelitian

1. Dilarang mengutip sebagian atau seluruh karya tulis ini <sup>tanpa</sup> mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau

KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**FAKULTAS TARBIYAH DAN KEGURUAN**

# كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

## LAMPIRAN BERITA ACARA UJIAN PROPOSAL

• Wildawati

.....  
 . 11614203 119

• Senim, 13 Mei 2019

- the correlation between students' learning behavior and

their speaking ability in the extracurricular of English Club

at MAN 1 Inhil

NO	URAIAN PERBAIKAN
1.	Develop assumptions that are supported with theories in your background of the problem
2.	Revise the way you use verbs for citation

### Penguji I

Prady Gushendran, M.Ed.

Pekanbaru, 13 Mei 2019  
Penguji II

~~Dodi Setiawan, m.p.d.~~

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing





KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
كلية التربية والتعليم  
FACULTY OF EDUCATION AND TEACHER TRAINING  
Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp (0761) 7077307 Fax (0761) 21129

**PENGESAHAN PERBAIKAN  
UJIAN PROPOSAL**

Nama Mahasiswa  
Nomor Induk Mahasiswa  
Hari/Tanggal Ujian  
Judul Proposal Ujian

WILDAWATI  
11614203119  
SENIN, 13 MEI 2019  
THE CORRELATION BETWEEN STUDENTS'  
LEARNING BEHAVIOR AND THEIR SPEAKING  
ABILITY IN THE EXTRACURRICULAR OF  
ENGLISH CLUB

Isi Proposal

: Proposal ini sudah sesuai dengan masukan dan saran yang  
Dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	RISKY GUSSENDRA, M.ED	PENGUJI I		
2.	DODI SETIAWAN, M.Pd	PENGUJI II		

Mengetahui  
Dekan  
Wakil Dekan I

Dr. Drs. Alimuddin, M.Ag  
NIP. 199609241995031002

Pekanbaru, 13 MEI 2019  
Peserta Ujian Proposal

WILDAWATI  
NIM. 11614203119

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Nomor  
Sifat  
Lamp  
Hal

: Un.04/F.II.4/PP.00.9/17994/2019  
: Biasa  
: -  
: **Mohon Izin Melakukan PraRiset**

Pekanbaru, 11 Desember 2019

Kepada  
Yth. Kepala Sekolah  
MAN 1 Inhil  
di  
Tempat

*Assalamu'alaikum warhmatullahi wabarakatuh*

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : WILDAWATI  
NIM : 11614203119  
Semester/Tahun : VI (Enam)/ 2019  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

UIN SUSKA RIAU

an. Dekan  
Wakil Dekan III  
  
Dr. Drs. Nursalim, M.Pd  
NIP. 19660410 199303 1 005



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN INDRAGIRI HILIR**  
**MAN 1 INDRAGIRI HILIR**  
 JALAN.PELAJAR TEMBILAHAN HULU  
 TELEPON ( 0768) 22057  
 Email : [man039tembilahan@gmail.com](mailto:man039tembilahan@gmail.com)

06 Januari 2020

N o m o r : B-005/Ma.04.4/PP.01.1/01/2020  
 Lampiran : -  
 Perihal : **PRA RISET**

K e p a d a Yth.  
 Dekan Fakultas Tarbiyah dan Keguruan  
 UIN SUSKA RIAU  
 di-

Pekanbaru

Dengan hormat,

Berdasarkan Surat Saudara Nomor : Un.04/F.II.4/PP.00.09/17994/2019, pada tanggal 11 Desember 2019, Perihal Mohon Izin Melakukan PraRiset dengan ini memberikan Rekomendasi Kepada :

Nama	: WILDAWATI
NIM	: 11614203119
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

Bersama ini disampaikan kepada saudara bahwa pada prinsipnya, kami menerima dan memberi izin melakukan Penelitian kepada nama tersebut diatas.

Demikian Rekomendasi ini kami berikan agar dapat digunakan sebagaimana mestinya.



KEPALA,

**Drs. Abdullah, M.Pd.I**  
 NIP. 196507101993031007





Hak Cipta Dilindungi Undang-Undang

Nomor  
Sifat  
Lamp.  
Hal



UIN SUSKA RIAU

KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBIYAH DAN KEGURUAN  
كلية التربية والتعليم  
FACULTY OF EDUCATION AND TEACHER TRAINING  
Jl. H. R. Soebrandt No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647  
Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Pekanbaru, 10 Januari 2020 M

: Un.04/F.II/PP.00.9/342/2020  
: Biasa  
: 1 (Satu) Proposal  
: **Mohon Izin Melakukan Riset**

Kepada  
Yth. Gubernur Riau  
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
Satu Pintu  
Provinsi Riau  
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh  
Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini  
memberitahukan kepada saudara bahwa :

Nama : WILDAWATI  
NIM : 11614203119  
Semester/Tahun : VIII (Delapan)/ 2020  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan  
judul skripsinya : The Correlation between Students' Learning Behavior and their Speaking  
Ability in The Extracurricular of English Club at MAN 1 Inhil  
Lokasi Penelitian : MAN 1 INHIL  
Waktu Penelitian : 3 Bulan (10 Januari 2020 s.d 10 April 2020)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang  
bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag  
NIP.19740704 199803 1 001

Tembusan :  
Rektor UIN Suska Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**Hak Cipta Dilindungi Undang-Undang**

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau



**PEMERINTAH PROVINSI RIAU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**  
Email : [dpmptsp@riau.go.id](mailto:dpmptsp@riau.go.id)

**REKOMENDASI**

Nomor : 503/DPMTSP/NON IZIN-RISET/29807  
TENTANG

**PELAKSANAAN KEGIATAN RISET/PRA RISET  
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**



1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **DEKAN FAKULTAS TARBIYAH DAN KEGURUAN**, Nomor : **Un.04/F.II/PP.00.9/342/2020** Tanggal **10 Januari 2020**, dengan ini memberikan rekomendasi kepada:

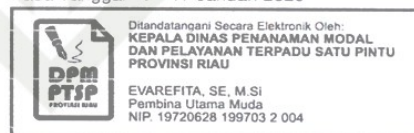
1. Nama : **WILDAWATI**
2. NIM / KTP : **11614203119**
3. Program Studi : **PENDIDIKAN BAHASA INGGRIS**
4. Jenjang : **S1**
5. Alamat : **PEKANBARU**
6. Judul Penelitian : **THE CORRELATION BETWEEN STUDENTS' LEARNING BEHAVIOR AND THEIR SPEAKING ABILITY IN THE EXTRACURRICULAR OF ENGLISH CLUB AT MAN 1 INHIL.**
7. Lokasi Penelitian : **MAN 1 INHIL**

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
Pada Tanggal : 17 Januari 2020



Penyampaian :

Disampaikan Kepada Yth :

Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru  
Bupati Indragiri Hilir  
Up. Kaban Kesbangpol dan Linmas di Tembilahan  
DEKAN FAKULTAS TARBIYAH DAN KEGURUAN di Pekanbaru  
Yang Bersangkutan

UIN SUSKA RIAU



Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau  
State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR WILAYAH KEMENTERIAN AGAMA  
PROVINSI RIAU**

Jalan Jenderal sudirman No. 235 Kotak Pos 11311 Pekanbaru (28011)  
Telepon (0761) 24224; Faksimile (0761) 242242  
Website : riau.kemenag.go.id

**REKOMENDASI**

Nomor : B-07 /Kw.04.1/2/Kp.01.1/01/2020

Berdasarkan Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Pemerintah Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISSET/29807 tanggal 17 Januari 2020 perihal rekomendasi tentang pelaksanaan kegiatan Riset/Penelitian dan Pengumpulan data untuk bahan Skripsi, dengan ini Kepala Kantor Wilayah Kementerian Agama Provinsi Riau Memberikan Rekomendasi Penelitian kepada :

Nama : WILDAWATI  
NIM : 11614203119  
Program Studi : PENDIDIKAN BAHASA INGGRIS  
Jenjang : S1  
Alamat : PEKANBARU  
Judul Penelitian : THE CORRELATION BEETWEN STUDENTS&RSQUO;  
LEARNING BEHAVIOR AND THEIR SPEAKING ABILITY  
IN THE EXTRACURRICULAR OF ENGLISH CLUB AT  
MAN 1 INHIL  
Lokasi Penelitian : MAN 1 INHIL

Rekomendasi Riset/Penelitian diberikan dengan ketentuan :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini;
2. Adapun Rekomendasi Riset/Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian rekomendasi ini diberikan agar dapat digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan serta membantu kelancaran kegiatan penelitian dalam pengumpulan data ini, sekian terima kasih.

Pekanbaru, 21 Januari 2020

a.n.Kepala  
Pib Kepala Bidang Pendidikan Madrasah



ILYAS, M.Ag  
NIP. 197408272005011003

Tembusan :

1. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
2. Kepala Kantor Kementerian Agama Kabupaten Inhil
3. Kepala MAN 1 Inhil
4. Yang Bersangkutan





Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak Cipta / milik UIN Suska Riau

Statistik / Faculty of Education / University of Sultan Syarif Kasim Pekanbaru



## PEMERINTAH KABUPATEN INDRAGIRI HILIR BADAN KESATUAN BANGSA DAN POLITIK

Gedung Eks Multiyears (Lantai 4) Jl. Swarna Bumi Tembilahan  
Telephone (0768) 22904, Faximile (0768) 21383

### REKOMENDASI PENELITIAN DAN PENGUMPULAN DATA (SURVEY)

Nomor : 070/BKBP-POLMAS/2020/24

KEPALA BADAN KESATUAN BANGSA DAN POLITIK KABUPATEN INDRAGIRI HILIR, berdasarkan Surat dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu satu pintu Provinsi Riau Nomor : 503/DPMPSTSP/NON IZIN-RISET/29807 Tanggal 17 Januari 2020, Tentang Pelaksanaan kegiatan Riset dan Pengumpulan Data Untuk Bahan Skripsi, dengan ini memberikan Rekomendasi kepada :

Nama : **WILDAWATI**  
NIM : 11614203119  
Program studi/Jenjang : Pendidikan Bahasa Inggris / S1  
Alamat : Sungai Baru Kec. Gaung  
Judul Penelitian : **THE CORRELATION BETWEEN STUDENTS' LEARNING BEHAVIOR AND THEIR SPEAKING ABILITY IN THE EXTRACURRICULAR OF ENGLISH CLUB AT MAN 1 INHIL**  
Lokasi Penelitian : **MAN 1 INHIL**

Untuk melakukan penelitian dan pengumpulan data dengan ketentuan :

Tidak melakukan kegiatan yang menyimpang dari ketentuan yang tidak ada hubungannya dengan penelitian dan pengumpulan data ini.  
Pelaksanaan penelitian selama 3 (tiga) bulan terhitung mulai tanggal 27 Januari s/d 27 April 2020.

Demikian rekomendasi ini diberikan, agar dapat digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan dapat memberikan informasi dan data yang diperlukan dalam penelitian ini.

Tembilahan, 23 Januari 2020

a.n KEPALA BADAN KESATUAN BANGSA DAN POLITIK  
KABUPATEN INDRAGIRI HILIR  
Kabid. Kawaspadaan dan Pengawasan Orang Asing



**KAMALUDDIN, S.Sos, M.Si**

Pembina

NIP. 19711111 199503 1 003

Tembusan : Disampaikan kepada Yth ;  
Dekan Fakultas Tarbiyah dan Keguruan di Pekanbaru



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN INDRAGIRI HILIR**

Jalan Keritang No. 12 Tembilahan  
Telepon (0768) 21176, Faksimil (0768) 21176

Nomor : B./KK.04.05/2/PP.01.1/01/2020  
Lampiran : -  
Perihal : Pelaksanaan Penelitian/Riset

Tembilahan, 28 Januari 2020

Kepada,  
Yth. Kepala MAN 1 Indragiri Hilir  
Di -  
Tembilahan

Dengan hormat,

Berdasarkan Rekomendasi Kepala Kantor Wilayah Kementerian Agama Provinsi Riau, Nomor. B-07/Kw.04.1/2/Kp.01.1/01/2020 tanggal 21 Januari 2020, tentang pelaksanaan penelitian/riset dan pengumpulan data untuk keperluan bahan skripsi di MAN 1 Tembilahan, pada dasarnya Kepala Kantor Kementerian Agama Kab. Indragiri Hilir memberikan izin kepada:

Nama : WILDAWATI  
NIM : 11614203119  
Program Study : Pendidikan Bahasa Inggris  
Jenjang : S 1  
Alamat : Pekanbaru  
Judul : The Correlation Between Students' Learning Behavior and Their Speaking Ability in the Extracurricular of English Club at MAN 1 Inhil.

Demikian surat ini diberikan agar dapat digunakan sebagaimana mestinya, dan kepada pihak madrasah diharapkan dapat memberikan kemudahan serta dapat membantu kelancaran proses penelitian dan pengumpulan data, atas perhatian dan kerja samanya diucapkan terima kasih.

Kepala



H. HARUN, S.Ag, M.Pd  
NIP. 196808122000121001





Hak Cipta Dilindungi Undang-Undang

© Hak cipta dilindungi undang-undang UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN INDRAGIRI HILIR**  
**MAN 1 INDRAGIRI HILIR**  
**JALAN.PELAJAR TEMBILAHAN HULU**  
**TELEPON ( 0768) 22057**  
**Email : [man039tembilahan@gmail.com](mailto:man039tembilahan@gmail.com)**

06 Maret 2020

**Nomor** : B-147 /Ma.04.4/PP.01.1/03/2020  
**Lampiran** : -  
**Perihal** : **RISET**

**K e p a d a Yth.**  
**Dekan Fakultas Tarbiyah dan Keguruan**  
**UIN SUSKA RIAU**  
**di-**

**Pekanbaru**

**Dengan hormat,**

Berdasarkan Surat Badan Kesatuan Bangsa dan Politik Kabupaten Indragiri Hilir Nomor : 070/BKBP-POLMAS/2020/24 Perihal Rekomendasi Penelitian dan Pengumpulan Data ( Survey ), dengan ini memberikan Rekomendasi Kepada :

**Nama** : Wildawati  
**NIM** : 11614203119  
**Program Studi** : Pendidikan Bahasa Inggris/S1  
**Fakultas** : Tarbiyah dan Keguruan UIN Suska Riau

Telah selesai melakukan Pengambilan Data demi memenuhi syarat penyelesaian Studi Program S1 dengan Judul Penelitian “ **The Correlation Between Student’s Learning Behavior And Their Speaking Ability In The Extracurricular Of English Club At MAN 1 INHIL**”

Demikianlah hal ini kami sampaikan untuk dapat dimaklumi.



**KEPALA,**

**Drs. Abdullah, M.Pd.I**  
**NIP. 196507101993031007**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU

KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBIYAH DAN KEGURUAN  
كلية التربية والتعليم  
FACULTY OF EDUCATION AND TEACHER TRAINING  
Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647  
Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/958/2020  
Sifat : Biasa  
Lamp : -  
Hal : **Pembimbing Skripsi (Perpanjangan)**

Pekanbaru, 24 Januari 2020

Kepada  
Yth. Kurnia Budiyantri, S.Pd, M.Pd  
Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : WILDAWATI  
NIM : 11614203119  
Jurusan : Pendidikan Bahasa Inggris  
Judul : THE CORRELATION BETWEEN STUDENTS' LEARNING BEHAVIOR  
AND THEIR SPEAKING ABILITY IN THE EXTRACURRICULAR OF  
ENGLISH CLUB AT MAN 1 INHIL  
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam  
an. Dekan

Wakil Dekan I

Dr. Drs. Alimuddin, M.Ag  
NIP. 19660924 199503 1 002

Tembusan :  
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
كلية التربية والتعليم  
FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

## KEGIATAN BIMBINGAN MAHASISWA SKRIPSI MAHASISWA

- |    |                              |   |                               |
|----|------------------------------|---|-------------------------------|
| 1. | Jenis yang dibimbing         | : | Skripsi                       |
| a. | Seminar usul Penelitian      | : |                               |
| b. | Penulisan Laporan Penelitian | : |                               |
| 2. | Nama Pembimbing              | : | Kurnia Budiyantri, S.Pd, M.Pd |
| a. | Nomor Induk Pegawai (NIP)    | : |                               |
| 3. | Nama Mahasiswa               | : | Wildawati                     |
| 4. | Nomor Induk Mahasiswa        | : | 11614203119                   |
| 5. | Kegiatan                     | : | Bimbingan skripsi             |

No.	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	March 4 <sup>th</sup> , 2020	Tenses improvements in chapter 4	Yous'	
2.	March 12 <sup>th</sup> , 2020	Tenses improvements in ch. I, ch. II, references	Yous'	
3.	March 13 <sup>th</sup> , 2020	Theories adding, references, tenses improvements	Yous'	
4.	March 16 <sup>th</sup> , 2020	Acc to join Monagasrayah	Yous'	

Pekanbaru, 16 Maret 2020

Pembimbing,

4002

Kurnia Budiyaniti, S.Pd, M.Pd  
NIP.

- Hak Cipta Dilindungi Undang-Undang**
- |   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
    - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
  2. Dilarang mengummumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

## ANGKET PERILAKU BELAJAR SISWA (INSTRUMENT OF STUDENTS' LEARNING BEHAVIOR)

**Petunjuk:**

- Jawablah setiap pertanyaan di bawah ini sesuai dengan keadaan anda yang sebenarnya, dan bukan yang menurut anda seharusnya demikian.
- Berilah tanda (✓) pada salah satu angka (1,2,3,4) pada lembar jawaban sesuai kategori keadaan anda yang sebenarnya.  
1 = Tidak pernah(*Never*)  
2 = Kadang-kadang(*Sometimes*)  
3 = Sering(*Often*)  
4 = Selalu(*Always*)

Nama : .....

Kelas : .....

Sekolah : .....

No.	Pertanyaan (Questionnaire)	1	2	3	4
1	Saya belajar bahasa Inggris berkali-kali untuk menghindari penggunaan kata atau struktur yang keliru. ( <i>I study English many times to avoid using the wrong word or structure</i> )				
2	Saya menggunakan bahasa Inggris dengan baik dan benar di kehidupan sehari-hari. ( <i>I use English well and correctly in daily life</i> )				
3	Saya menggunakan bahasa Inggris ketika berbicara dengan teman saya. ( <i>I use English when talking with my friend</i> )				
4	Saya menggunakan bahasa Inggris ketika menjawab pertanyaan dari guru. ( <i>I use English when answer the question from teacher</i> )				
5	Saya menerima materi bahasa Inggris dengan baik dan benar dari guru. ( <i>I receive the material of English well and correctly from teacher</i> )				
6	Saya meminta guru saya untuk mengulang materi yang saya kurang mengerti.				



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

	<i>(I ask my teacher to repeat the material that I don't understand yet)</i>				
7	Saya menjelaskan materi bahasa Inggris ke teman saya yang kurang mengerti. <i>(I explain the material of English well and correctly to my friend doesn't understand yet)</i>				
8	Saya merespon dengan cepat pertanyaan dari guru. <i>(I respond fastly the question from teacher)</i>				
9	Saya suka berdiskusi/berdebat tentang bahasa Inggris dengan teman saya. <i>(I like to discuse/debate about English with my friend)</i>				
10	Saya memecahkan suatu persoalan melalui diskusi/debat. <i>(I solve a problem pass through discussion)</i>				
11	Saya suka bertanya saat diskusi berlangsung. <i>(I like to ask a question while discussion)</i>				
12	Saya mengemukakan pendapat saya saat diskusi berlangsung. <i>(I suggest my opinion while discussion)</i>				
13	Saya suka belajar bahasa Inggris. <i>(I like to study English)</i>				
14	Saya mengajak teman saya untuk belajar bahasa Inggris. <i>(I invite my friend to study English)</i>				
15	Saya pada umumnya menggunakan berbagai strategi kompleks dengan efektif. <i>(I generally use complex strategies effectively)</i>				
16	Saya mengikuti kompetisi yang berkaitan dengan bahasa Inggris. <i>(I join the competition related English)</i>				
17	Saya belajar bahasa Inggris dengan bantuan musik, drama, puisi, dsb. <i>(I study English with music, drama, poetry, etc)</i>				
18	Saya mengevaluasi informasi dengan tepat <i>(I evaluate the information correctly)</i>				
19	Saya menghindari hal-hal yang berdampak buruk bagi belajar saya. <i>(I avoid the things that are bad impact for my study)</i>				
20	Saya menghasilkan hasil karya saya yang berkualitas <i>(I produce my quality work)</i>				
21	Saya mengurangi waktu bermain saya. <i>(I decrease my play time)</i>				
22	Saya memiliki keinginan untuk menciptakan iklim belajar yang kondusif				



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

	<i>(I have the desire to create a conducive learning climate for money)</i>				
23	Saya senang ketika nilai bahasa Inggris saya memuaskan. <i>(I am happy when my English score is excellent)</i>				
24	Saya sedih ketika nilai bahasa Inggris saya jelek. <i>(I am sad when my English score is bad)</i>				
25	Saya pada umumnya peka terhadap tingkat pengetahuan siswa lain <i>(I am generally preoccupied with level of knowledge of other students)</i>				



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**ANGKET PERILAKU BELAJAR SISWA  
(INSTRUMENT OF STUDENTS' LEARNING BEHAVIOR)**

**Petunjuk:**

- Jawablah setiap pertanyaan di bawah ini sesuai dengan keadaan anda yang sebenarnya, dan bukan yang menurut anda seharusnya demikian.
- Berilah tanda (✓) pada salah satu angka (1,2,3,4) pada lembar jawaban sesuai kategori keadaan anda yang sebenarnya.  
1 = Tidak pernah(Never)  
2 = Kadang-kadang(Sometimes)  
3 = Sering(Often)  
4 = Selalu(Always)

Nama : Fitrisia Ananda  
Kelas : XI. MAK 1  
Sekolah : MAN 1 INDRAMUKTI Hulu

No.	Pertanyaan (Questionaire)	1	2	3	4
1	Saya belajar bahasa Inggris berkali-kali untuk menghindari penggunaan kata atau struktur yang keliru. (I study English many times to avoid using the wrong word or structure)			✓	
2	Saya menggunakan bahasa Inggris dengan baik dan benar di kehidupan sehari hari. (I use English well and correctly in daily life)			✓	
3	Saya menggunakan bahasa Inggris ketika berbicara dengan teman saya. (I use English when talking with my friend)				✓
4	Saya menggunakan bahasa Inggris ketika menjawab pertanyaan dari guru. (I use English when answer the question from teacher)				✓
5	Saya menerima materi bahasa Inggris dengan baik dan benar dari guru. (I receive the material of English well and correctly from teacher)				✓



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

6	Saya meminta guru saya untuk mengulang materi yang saya kurang mengerti. (I ask my teacher to repeat the material that I don't understand yet)				✓
7	Saya menjelaskan materi bahasa Inggris ke teman saya yang kurang mengerti. (I explain the material of English well and correctly to my friend doesn't understand yet)				✓
8	Saya merespon dengan cepat pertanyaan dari guru. (I respond fastly the question from teacher)		✓		
9	Saya suka berdiskusi/berdebat tentang bahasa Inggris dengan teman saya. (I like to discuss/debate about English with my friend)				✓
10	Saya memecahkan suatu persoalan melalui diskusi/debat. (I solve a problem pass through discussion)				✓
11	Saya suka bertanya saat diskusi berlangsung. (I like to ask a question while discussion)				✓
12	Saya mengemukakan pendapat saya saat diskusi berlangsung. (I suggest my opinion while discussion)				✓
13	Saya suka belajar bahasa Inggris. (I like to study English)				✓
14	Saya mengajak teman saya untuk belajar bahasa Inggris. (I invite my friend to study English)		✓		
15	Saya pada umumnya menggunakan berbagai strategi kompleks dengan efektif. (I generally use complex strategies effectively)	✓			
16	Saya mengikuti kompetisi yang berkaitan dengan bahasa Inggris. (I join the competition related English)				✓
17	Saya belajar bahasa Inggris dengan bantuan musik, drama, puisi, dsb. (I study English with music, drama, poetry, etc)				✓
18	Saya mengevaluasi informasi dengan tepat (I evaluate the information correctly)		✓		
19	Saya menghindari hal-hal yang berdampak buruk bagi belajar saya. (I avoid the things that are bad impact for my study)				✓
20	Saya menghasilkan hasil karya saya yang berkualitas (I produce my quality work)	✓			



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

21	Saya mengurangi waktu bermain saya. ( <i>I decrease my play time</i> )			✓	
22	Saya memiliki keinginan untuk menciptakan iklim belajar yang kondusif ( <i>I have the desire to create a conducive learning climate for money</i> )		✓		
23	Saya senang ketika nilai bahasa Inggris saya memuaskan. ( <i>I am happy when my English score is excellent</i> )			✓	
24	Saya sedih ketika nilai bahasa Inggris saya jelek. ( <i>I am sad when my English score is bad</i> )			✓	
25	Saya pada umumnya peka terhadap tingkat pengetahuan siswa lain ( <i>I am generally preoccupied with level of knowledge of other students</i> )	✓			

## The Recapitulation of Try Out Score Students' Learning Behavior

© Hak Cipta milik UIN Suska Riau

Students	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Student-1	4	4	4	4	4	3	3	4	4	4	4	3	4	4	3	4	4	4	3	4	4	3
Student-2	3	3	3	3	4	3	3	4	3	3	3	3	3	4	3	3	3	3	2	3	3	3
Student-3	3	2	3	2	2	2	2	2	2	2	2	3	3	2	2	4	2	3	2	3	4	3
Student-4	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	2
Student-5	4	4	4	4	3	3	4	4	4	4	4	4	4	4	2	4	2	4	3	4	4	3
Student-6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	2	3	3	4
Student-7	3	3	3	3	3	3	2	3	3	3	3	2	3	3	3	3	3	3	2	3	3	4
Student-8	4	4	3	3	3	4	3	4	4	4	4	3	3	4	4	4	2	4	3	4	4	3
Student-9	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3
Student-10	2	3	2	2	3	2	2	2	3	2	3	4	3	2	4	2	3	3	3	2	2	2
Student-11	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	3	3	4	3	3	3
Student-12	2	2	2	2	2	2	3	2	2	3	2	3	2	2	3	2	3	2	3	2	3	2
Student-13	3	3	3	3	3	3	4	3	3	3	4	3	3	3	3	4	3	3	3	3	3	2
Student-14	3	3	3	3	2	3	2	3	3	3	3	3	3	3	2	3	2	3	4	3	3	2
Student-15	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	4	4	4	4	3

State Islamic University of S

- Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
    - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritikan.
    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
  2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.963	25

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	73.4000	126.686	.872	.960
VAR00002	73.4667	124.695	.928	.959
VAR00003	73.3333	124.952	.932	.959
VAR00004	73.3333	125.095	.921	.959
VAR00005	73.3333	124.952	.932	.959
VAR00006	73.4000	126.686	.872	.960
VAR00007	73.4667	124.695	.928	.959
VAR00008	73.6000	127.257	.649	.962
VAR00009	73.5333	127.695	.794	.961
VAR00010	73.5333	128.695	.595	.962
VAR00011	73.3333	123.095	.912	.959
VAR00012	73.3333	124.952	.932	.959
VAR00013	73.2667	126.067	.802	.960
VAR00014	73.2667	124.924	.881	.960
VAR00015	73.3333	135.238	.266	.965
VAR00016	73.3333	128.524	.846	.961
VAR00017	73.3333	123.095	.912	.959
VAR00018	73.7333	137.638	.034	.968
VAR00019	73.2000	127.171	.695	.962
VAR00020	73.6667	137.524	.065	.966
VAR00021	73.2667	126.924	.907	.960
VAR00022	73.5333	134.552	.223	.966
VAR00023	73.3333	125.095	.921	.959
VAR00024	73.2000	129.886	.625	.962
VAR00025	73.6667	134.381	.246	.966



Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## ANGKET PERILAKU BELAJAR SISWA (INSTRUMENT OF STUDENTS' LEARNING BEHAVIOR)

### Petunjuk:

3. Jawablah setiap pertanyaan di bawah ini sesuai dengan keadaan anda yang sebenarnya, dan bukan yang menurut anda seharusnya demikian.
4. Berilah tanda (✓) pada salah satu angka (1,2,3,4) pada lembar jawaban sesuai kategori keadaan anda yang sebenarnya.
  - 1 = Tidak pernah(*Never*)
  - 2 = Kadang-kadang(*Sometimes*)
  - 3 = Sering(*Often*)
  - 4 = Selalu(*Always*)

Nama : .....

Kelas : .....

Sekolah : .....

No.	Pertanyaan (Questionnaire)	1	2	3	4
1	Saya belajar bahasa Inggris berkali-kali untuk menghindari penggunaan kata atau struktur yang keliru. ( <i>I study English many times to avoid using the wrong word or structure</i> )				
2	Saya menggunakan bahasa Inggris dengan baik dan benar di kehidupan sehari-hari. ( <i>I use English well and correctly in daily life</i> )				
3	Saya menggunakan bahasa Inggris ketika berbicara dengan teman saya. ( <i>I use English when talking with my friend</i> )				
4	Saya menggunakan bahasa Inggris ketika menjawab pertanyaan dari guru. ( <i>I use English when answer the question from teacher</i> )				
5	Saya menerima materi bahasa Inggris dengan baik dan benar dari guru. ( <i>I receive the material of English well and correctly from teacher</i> )				
6	Saya meminta guru saya untuk mengulang materi yang saya kurang mengerti.				



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

	<i>(I ask my teacher to repeat the material that I don't understand yet)</i>				
7	Saya menjelaskan materi bahasa Inggris ke teman saya yang kurang mengerti. <i>(I explain the material of English well and correctly to my friend doesn't understand yet)</i>				
8	Saya merespon dengan cepat pertanyaan dari guru. <i>(I respond fastly the question from teacher)</i>				
9	Saya suka berdiskusi/berdebat tentang bahasa Inggris dengan teman saya. <i>(I like to discuse/debate about English with my friend)</i>				
10	Saya memecahkan suatu persoalan melalui diskusi/debat. <i>(I solve a problem pass through discussion)</i>				
11	Saya suka bertanya saat diskusi berlangsung. <i>(I like to ask a question while discussion)</i>				
12	Saya mengemukakan pendapat saya saat diskusi berlangsung. <i>(I suggest my opinion while discussion)</i>				
13	Saya suka belajar bahasa Inggris. <i>(I like to study English)</i>				
14	Saya mengajak teman saya untuk belajar bahasa Inggris. <i>(I invite my friend to study English)</i>				
15	Saya mengikuti kompetisi yang berkaitan dengan bahasa Inggris. <i>(I join the competition related English)</i>				
16	Saya belajar bahasa Inggris dengan bantuan musik, drama, puisi, dsb. <i>(I study English with music, drama, poetry, etc)</i>				
17	Saya menghindari hal-hal yang berdampak buruk bagi belajar saya. <i>(I avoid the things that are bad impact for my study)</i>				
18	Saya mengurangi waktu bermain saya. <i>(I decrease my play time)</i>				
19	Saya senang ketika nilai bahasa Inggris saya memuaskan. <i>(I am happy when my English score is excellent)</i>				
20	Saya sedih ketika nilai bahasa Inggris saya jelek. <i>(I am sad when my English score is bad)</i>				

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## INSTRUKSI TES ORAL (THE INSTRUCTION OF SPEAKING TEST)

No.	Langkah-Langkah ( <i>Steps</i> )
1	Peneliti datang ke kelas untuk memberi sambutan dan instruksi. ( <i>Researcher come to the class ( Greeting, Instruction )</i> )
2	Peneliti menjelaskan dan memberikan contoh materi tentang <i>simple past tense</i> . ( <i>Researcher explain and give example of the material about simple past tense</i> )
3	Siswa memilih satu dari tema <i>simple past tense</i> yang telah dijelaskan peneliti tadi untuk melakukannya di depan kelas (temanya seperti Liburanku, Pengalaman Terburukku, dan Pengalaman yang Tak Terlupakanku) ( <i>Students choose one of the theme from simple past tense explained by the researcher to perform in front of class ( the themes are My Holiday, My Bad Experience, and My Unforgettable Experience)</i> )
4	Siswa diminta untuk berdiri di hadapan teman-teman mereka. ( <i>Students are asked to stand in front of their friends</i> )
5	Siswa memerlukan waktu 5 menit untuk tes oral, yang mana termasuk instruksi, isi kandungan cerita, dan kesimpulan. ( <i>Students are required to perform 5 minutes oral test, which consist of instruction, content, and conclusion</i> )
6	(The students' speaking ability were assesed using a scoring rubric proposed by H. Douglas Brown (2003))





Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**ANGKET PERILAKU BELAJAR SISWA**  
(INSTRUMENT OF STUDENTS' LEARNING BEHAVIOR)

**Petunjuk:**

1. Jawablah setiap pertanyaan di bawah ini sesuai dengan keadaan anda yang sebenarnya, dan bukan yang menurut anda seharusnya demikian.
2. Berilah tanda (✓) pada salah satu angka (1,2,3,4) pada lembar jawaban sesuai kategori keadaan anda yang sebenarnya.
  - 1 = Tidak pernah(Never)
  - 2 = Kadang-kadang(Sometimes)
  - 3 = Sering(Often)
  - 4 = Selalu(Always)

Nama : Syakira Shalima  
Kelas : X IPA 1  
Sekolah : MAN 1 INHIL.

No.	Pertanyaan (Questionaire)	1	2	3	4
1	Saya belajar bahasa Inggris berkali-kali untuk menghindari penggunaan kata atau struktur yang keliru. (I study English many times to avoid using the wrong word or structure)				✓
2	Saya menggunakan bahasa Inggris dengan baik dan benar di kehidupan sehari-hari. (I use English well and correctly in daily life)			✓	
3	Saya menggunakan bahasa Inggris ketika berbicara dengan teman saya. (I use English when talking with my friend)			✓	
4	Saya menggunakan bahasa Inggris ketika menjawab pertanyaan dari guru. (I use English when answer the question from the teacher)			✓	
5	Saya menerima materi bahasa Inggris dengan baik dan benar dari guru. (I receive the English material well and correctly from the teacher)				✓
6	Saya meminta guru saya untuk mengulang materi yang saya kurang mengerti.				✓



© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

	<i>(I ask my teacher to repeat the material that I don't understand yet)</i>				✓
7	Saya menjelaskan materi bahasa Inggris ke teman saya yang kurang mengerti. <i>(I explain the English material to my friend doesn't understand yet)</i>				✓
8	Saya merespon dengan cepat pertanyaan dari guru. <i>(I respond fastly the question from the teacher)</i>				✓
9	Saya suka berdiskusi/berdebat tentang bahasa Inggris dengan teman saya. <i>(I like to discuss/debate about English with my friend)</i>			✓	
10	Saya memecahkan suatu persoalan melalui diskusi/debat. <i>(I solve a problem pass through discussion)</i>			✓	
11	Saya suka bertanya saat diskusi berlangsung. <i>(I like to ask a question while discussion)</i>			✓	
12	Saya mengemukakan pendapat saya saat diskusi berlangsung. <i>(I suggest my opinion while discussion)</i>				✓
13	Saya suka belajar bahasa Inggris. <i>(I like to study English)</i>				✓
14	Saya mengajak teman saya untuk belajar bahasa Inggris. <i>(I invite my friend to study English)</i>				✓
15	Saya mengikuti kompetisi yang berkaitan dengan bahasa Inggris. <i>(I join the competition related English)</i>				✓
16	Saya belajar bahasa Inggris dengan bantuan musik, drama, puisi, dsb. <i>(I study English with music, drama, poetry, etc)</i>				✓
17	Saya menghindari hal-hal yang berdampak buruk bagi belajar saya. <i>(I avoid the things that are bad impact for my study)</i>			✓	
18	Saya mengurangi waktu bermain saya. <i>(I decrease my play time)</i>			✓	
19	Saya senang ketika nilai bahasa Inggris saya memuaskan. <i>(I am happy when my English score is excellent)</i>				✓
20	Saya sedih ketika nilai bahasa Inggris saya jelek. <i>(I am sad when my English score is bad)</i>				✓



Nice to meet you

## The Recapitulation of Score Students' Learning Behavior

© Hak Cipta milik UIN Suska Riau  
State Islamic University of Sumatra

### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritikan.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	Score
Student-1	2	2	2	2	3	3	2	3	2	3	2	3	2	3	3	2	4	3	4	4	54	67,50
Student-2	2	3	3	2	4	2	3	3	2	2	2	2	4	3	3	3	4	3	4	4	58	72,50
Student-3	3	2	3	3	4	3	3	2	3	2	2	3	4	3	3	4	4	3	4	4	62	77,50
Student-4	3	2	2	2	3	3	2	2	2	2	3	4	3	3	3	1	4	4	4	4	56	70,00
Student-5	4	2	2	2	4	4	4	4	2	3	4	4	4	4	4	3	4	4	4	4	70	87,50
Student-6	2	2	2	2	4	3	2	3	3	3	3	4	2	2	1	4	4	3	4	4	57	71,25
Student-7	2	2	2	2	2	3	3	4	3	4	4	3	4	3	3	2	4	3	4	4	61	76,25
Student-8	2	2	3	2	4	4	3	3	2	3	3	3	2	1	3	3	4	3	4	2	56	70,00
Student-9	2	3	2	3	4	3	3	2	3	3	4	4	3	2	4	3	3	4	4	4	63	78,75
Student-10	3	3	2	3	4	1	4	4	3	3	3	3	4	2	2	4	3	4	4	3	62	77,50
Student-11	3	3	2	3	3	2	4	3	4	4	4	4	3	4	3	3	4	4	4	4	68	85,00
Student-12	3	2	2	2	3	4	2	1	2	3	3	4	4	4	3	3	3	4	4	4	60	75,00
Student-13	2	2	2	2	3	3	4	4	2	3	4	4	3	3	3	2	3	4	4	4	61	76,25
Student-14	2	2	2	1	3	2	2	3	2	2	4	2	2	4	4	3	4	3	4	4	55	68,75
Student-15	2	3	2	2	3	3	3	4	2	4	4	3	3	3	1	4	3	4	3	3	59	73,75
Student-16	2	2	2	2	2	2	2	3	3	3	3	3	3	2	3	4	4	3	4	4	56	70,00
Student-17	2	2	2	4	3	3	2	2	3	3	2	4	4	4	3	1	2	3	4	4	57	71,25
Student-18	4	2	4	2	4	2	2	4	2	3	4	3	4	3	2	1	3	4	3	4	60	75,00
Student-19	4	3	3	3	4	4	4	4	4	3	3	3	4	4	4	4	3	3	4	4	72	90,00
Student-20	3	3	2	2	4	2	3	3	2	3	2	3	3	2	2	3	2	2	4	3	53	66,25



Student-21	3	2	2	2	3	2	4	4	4	3	4	4	3	2	4	4	4	4	4	4	66	82,50
Student-22	3	3	4	4	4	3	4	3	4	4	4	2	3	4	2	4	4	4	4	4	71	88,75
																					<b>Total</b>	<b>1671,25</b>
																					<b>Mean</b>	<b>75,97</b>



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritikan.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## The Recapitulation of Score Students' Speaking Ability

Students	Rater 1	Rater 2	Total	Categories
Student 1	72	60	66	Good
Student 2	90	40	65	Enough
Student 3	80	76	78	Good
Student 4	72	68	70	Good
Student 5	90	60	75	Good
Student 6	60	76	68	Good
Student 7	88	60	74	Good
Student 8	88	48	68	Good
Student 9	84	60	72	Good
Student 10	90	52	71	Enough
Student 11	88	76	82	Good
Student 12	86	60	73	Good
Student 13	84	60	72	Good
Student 14	76	48	62	Good
Student 15	76	68	72	Good
Student 16	64	72	68	Good
Student 17	60	60	60	Enough
Student 18	72	68	70	Good
Student 19	90	68	79	Good
Student 20	80	76	78	Good
Student 21	88	60	74	Good
Student 22	80	68	74	Good
Total	1758	1384	1571	
Mean	79,90909	62,90909	71,40909	

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CURRICULUM VITAE



**Wildawati**, the daughter from Mr. Arsad and Mrs. Sri Indriani, was born in Riau on December 12<sup>th</sup> 1997. She has two sisters named Dwi Ariani and Siti Nurhaliza and one brother named Hilman Alfarizi. In 2010, she has graduated from SDN 010 Tembilahan

Hulu and continued her study at MTSN 1 Indragiri Hilir. Then, she finished her study at MAN 1 Indragiri Hilir in 2016.

In 2016, she was accepted as one of the students in English Education Department, Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau. On July-August 2019, she was doing KKN (Kuliah Kerja Nyata) in Desa Pengalihan, Keritang Regency. She also was doing Pre-Service Teacher Practice (PPL) at MA Masmur Pekanbaru on September-December 2019.

Finally, she allowed Munaqasyah examination on June 26<sup>th</sup> 2020 by the thesis entitled “ The Correlation between Students’ Learning Behavior and their Speaking Ability in the Extracurricular of English Club at MAN 1 Inhil ”. She passed the examination and appropriate to get Undergraduate Degree (S.Pd).